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The reading program (K-12) of the Bloomington Public Schools, Bloomington, Minnesota, is defined and described. The program revolves around four major divisions: developmental reading, supplementary reading, library reading, and remedial reading. These major divisions are discussed relative to specific purposes, organization, materials, and activities. A detailed scope and sequence chart lists specific reading skills to be developed. Instructional materials for grades K-12 are listed under the topical headings of developmental, supplementary, and remedial reading. Suggestions for evaluation of the reading program are given. An extensive teaching guide of content material and suggested activities to supplement the basal reader is provided for elementary teachers. A bibliography and appendixes are included. (WB)

READING PROGRAM

ED023551

RE 001 455

BLOOMINGTON PUBLIC SCHOOLS

PRELIMINARY EDITION 1967

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ELEMENTARY SCHOOL READING GUIDE

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BLOOMINGTON SCHOOL PHILOSOPHY

The philosophy of education of the Bloomington Public Schools professes the belief that each child should develop his potential to the fullest, and to meet his intellectual, moral, spiritual, aesthetic, vocational, physical, and social needs as an individual, an American citizen, and a member of the world community.

It believes the following basic principles. We believe in:

- -The value of the individual personality.
- -The worth of the individual.
- -The individual's potentialities.
- -The individual patterns of human growth.
- -The individuality of learning.
- -The value of good mental and physical health of the individual.
- -The importance of the moral and spiritual values of the individual.
- -The individuals who need to identify with groups.
- -The value of creative instruction.
- -Continuous educational research and utilization of its findings.
- -The value of excellence in all instruction.

FOREWORD

This guide was prepared in June 1967, by a writing team composed of eight members. The Elementary and Secondary Reading Curriculum Committees had developed a preliminary Program Design and Scope and Sequence Chart during the school year 1966-1967. The Elementary Schools adopted the Macmillan basic reading series in May 1967, and the Junior High Schools adopted the Scott Foresman and Ginn basic series of reading materials. The adoption of these new materials and the goal to describe the Reading Curriculum K-12 created the need for the development of a Reading Guide to provide direction and helps for teachers in the instruction of reading.

OVERVIEW

For the child, reading is a key to success in school, to the development of out-of-school interests, to the enjoyment of leisure time, and to personal and social adjustment.

The importance of proficient reading ability becomes immediately obvious when we examine the handicaps of those who fail to learn to read. The prevalence of reading disabilities in our schools is surprising in view of the time, energy, and money devoted to the teaching of reading. The effects of reading disabilities are numerous and tragic for the persons involved. A program of reading instruction which provides for adjustment to individual differences will reduce the incidence of disability cases.

Because of the great importance of efficient reading for the whole child, a unified effort should be made throughout the entire educational program to promote the reading development of all students. The proficient reader tends to be better informed and hence a better citizen.

The Reading Guide is designed:

-To present an organization for the instruction of reading skills;

-To define and describe the design of the reading program K-12;

-To identify reading materials to be utilized for effective instruction;

-To suggest evaluative techniques;

-To provide a rate and sequence chart to develop a differentiated program for all levels of reading groups;

-To provide elementary teachers with a section of activities to supplement the Macmillan Teacher's Manuals for the development of basic skills listed in the Scope & Sequence Chart;

-To list the specific skills to be emphasized in the secondary schools;

-To provide guidelines for the organization of the secondary developmental reading instruction and planning for a remedial program; and

-To present reading skills in content areas.

VARIABLES OF LEARNING

MOTIVATION

Most effective learning takes place when:

1. Realistic goals are stated in such a manner that they will satisfy the student's needs.
2. New interests, patterns, and changing attitudes are vital continuous developments of the learner.
3. Opportunities for self-evaluation are available and utilized.
4. Interest is maintained through a variety of techniques, practices, or procedures, activities, and reading materials.
5. Success can be attained.
6. A child is involved in self-competitive activities that will allow a reasonable measure of success.

GUIDANCE

1. Learning should be geared to the student's physical and intellectual ability and to his skill in performing a specific task.
2. Systematic presentations of opportunities for experimentation can assist in the child's development of (a) independence, (b) a sense of purpose and direction and (c) understandings for critical and creative thinking.
3. Diagnosis of the child's weaknesses and needs is necessary to guide instruction.
4. Allowance should be made for the great variance in the ages at which children reach each developmental stage.
5. Readiness in the learner is a vital factor which must be considered in achieving reading success.

VARIABLES OF LEARNING Continued

REINFORCEMENT

1. Practice provides a time for learning, but conditions that operate during practice help to determine the learning. These include:
    - -interest in one's work
    - -interest in self-improvement
    - -significance of material for the learner
    - -sustained attentiveness to the situation
    - -positive attitude toward problem solving

2. Distributed practice is more effective than mass practice.

3. Overlearning of basic skills is necessary for retention.

4. Interference can result when multiple unknowns are presented at the same time.

5. Active participation by the learner is preferable to passive reception.

TRANSFER

Transfer takes place when the student:

1. Has had experiences of applying principles in a variety of tasks.

2. Discovers relationship between two tasks.

3. Perceives similar elements in two knowns.

4. Has been trained directly for transfer.

5. Has learned a concept thoroughly.

GENERAL READING OBJECTIVES

To create habits which lead to the development of lifelong independent readers, the following objectives are proposed:

--To provide for the learning of basic skills of reading.

--To improve the pupil's use of reading in research, study and reference activities.

--To encourage and assist the pupil in adjusting to the reading demands of each discipline of human experience.

--To provide for an awareness and appreciation of varieties of reading experiences.

--To create an atmosphere which stimulates an interest and desire for reading.

BLOOMINGTON PUBLIC SCHOOLS

READING PROGRAM DESIGN

The Reading Program K-12 in the Bloomington Public Schools has four principal facets: Developmental, Supplementary, Library and Remedial. The Program Design on the following pages describes the four facets of reading by the following organization:

I. Specific Purposes

II. Organization

    A. Grouping
    B. Time Allotments

III. Materials

    A. Types
    B. Level

IV. Activities

    A. Elementary
    B. Secondary

BLOOMINGTON PUBLIC SCHOOLS

I. Specific Purposes (K-12)

DEVELOPMENTAL

To provide a sequential program of the basic skills of reading.

To develop the individual pupil's competence to read consistent with his ability.

To introduce and instruct the pupil to various types of reading.

To provide instruction for reading skills in content areas.

To provide success for the pupil through rewarding experiences

SUPPLEMENTARY

To provide for extensive practice in reading at a "controlled" reading level.

To provide for comfortable reading experiences that heighten the desire to read through success in semi-independent reading.

To provide an opportunity to display reading achievement at home.

To develop interest in reading in various content areas.

To provide for vocabulary extension and expansion through wide reading.

To increase reading fluence.

To introduce the opportunity for creative response to materials read.

READING PROGRAM DESIGN

I. Purposes (K-12)

LIBRARY	REMEDIAL
To develop those skills necessary to purposefully use the library and locate materials.	To identify the areas of difficulty in the individual pupil's reading skills.
To provide for recreational reading in the area of the reader's choice and reading interests.	To provide specific instruction to the pupil in response to determined areas of instructional need.
To provide the opportunity to utilize the skills in reference and research reading.	To adapt instructional materials to the pupil's needs.
To provide for vocabulary enrichment through exposure to books of various kinds and difficulty.	To re-emphasis the basic skills of reading.
To introduce the pupil to new and varied forms of materials, i.e., magazines, newspapers, and pamphlets.	To develop the pupil's patterns of success in reading.
To introduce the pupil to the classics and outstanding books in children's literature and develop an appreciation for and an awareness of good literature.	To maximize the excitement and pleasure of reading.
To help the pupil to develop initiative, independence, self-discipline and responsibility in reading.	

II. Organization

DEVELOPMENTAL	SUPPLEMENTARY
A. Elementary	A. Elementary
1. Grouping Administrative grouping places the pupil within a neighborhood grouping in grades 1-4. Cluster grouping is grades 5-6. Quasi-permanent sub-grouping of a class is designed to facilitate instruction of pupils who have like needs and levels of performance. This grouping requires regular re-examination and re-grouping of pupils as they demonstrate their insight, skills and competence. Individual and group progress is determined by objective testing and teacher judgment.	1. Grouping The organization may be consistent with grouping in the developmental program or by large group instruction depending upon the purposes. Student leadership should be utilized whenever possible. Supplementary reading may be held: a. After the completion of the basic reading assignment. b. During a special supplementary reading period. c. At other appropriate times.
2. Time Allotments Approximately one hour a day should be devoted to developmental reading. This allotment includes meeting daily with each sub-group at primary and intermediate levels to introduce, motivate, assign and evaluate reading activities. Independent work with the superior reading group should be encouraged whenever possible.	2. Time Allotments Approximately 30 minutes a day should be allowed for supplementary reading.

II. Organization

LIBRARY	REMEDIAL
A. Elementary	A. Elementary
1. Grouping may include a. Class activities 1) Reading aloud for motivation and stimulation of interest 2) Instruction of library skills 3) Independent reading of library materials and related activities b. Small group activities 1) Research 2) Work sessions c. Individual activities 1) Research 2) Selection of materials	1. Grouping Pupils receive individual attention in the classroom using "reserved materials" appropriate to their needs identified for this purpose. Selected pupils are segregated for tutorial assistance by special education tutors. The Reading Emphasis Room (RER) provides remedial instruction for fifth and sixth grade students who are of normal intelligence and who are reading below grade level. These rooms are self-contained classrooms in which the skills, techniques, methods and materials of the regular classroom are used, but with a greater degree of variance. RER teachers adapt all subject matter to meet the reading needs and abilities of the students. There is a limited enrollment of 20 students per room. The students are screened through observation, achievement, ability, and diagnostic testing.
2. Time Allotments Approximately 15 minutes per day with extended time in the primary grades for instruction and "reading aloud" is recommended. This time may be accumulated and used in a one or two day per week program. Reading at home for enjoyment for 10-15 minutes per day for the beginning reader, and 20-45 minutes per day for the intermediate reader is suggested.	2. Time Allotments Remedial instruction takes place within the regular time alloted to reading instruction.

II. Organization

DEVELOPMENTAL	SUPPLEMENTARY
B. Secondary	B. Secondary
1. Grouping Administrative grouping generally provides for high ability students. Other students are grouped heterogeneously or by an elective subject. Intra-class grouping is made on the basis of needs. abilities and performance.	1. Grouping Basic, supplementary, and library programs are highly inter-related all within the realm of a one hour time allotment in the developmental classes and/or continued into the content areas.
2. Time Allotments (7th grade) - Approximately one hour per day for one semester is provided. (Olson) 8th graders below grade level in reading will be in Developmental Reading for one semester. (Portland) 8th and 9th grade slow-learning students will be scheduled with a reading and English teacher one period a day for the school year. The two teachers will have the flexibility to group the students for the most efficient instruction. (8th-9th grade) - Reading is incorporated within the content curriculum (10th-12th grade) - The development of reading skills is carried out through the existing classroom program and through special instruction by the reading teacher. In addition to the classroom instruction two elective courses are provided for the improvement and enrichment of reading at the 11th and 12th grade levels. These elective courses meet for one semester each.	2. Time Allotments Supplementary instruction is provided within the basic one hour allotment in the developmental classes and further strengthened and developed within the content areas.

II. Organization

LIBRARY	REMEDIAL
B. Secondary	B. Secondary
1. Grouping	1. Grouping
Library instruction is an integral portion of the English curriculum. Guided book selection somewhat appropriate to the reading level is given. At the senior high level in special classes of reading improvement and reading enrichment, the teacher will make library assignments. Content area teachers make library assignments periodically.	Certified remedial teachers are employed in each building upon recommendation by teachers and counselors. Students who are reading below thier potential reading level are selected to receive instruction. Pupils receive individual attention on a small group basis.
2. Time Allotments	2. Time Allotments
In the junior high level approximately one day a week is used for recreational reading, some of the time is spent in the library and some in the reading classroom. At the senior high level no specific time allotment is made by the reading teacher apart from special needs in individual cases.	A pupil is excused for one period per day from a scheduled academic subject to receive remedial reading instruction. Students remain with the reading teacher as long as it is feasible or necessary.

III. Materials

DEVELOPMENTAL	SUPPLEMENTARY
A. Elementary	A. Elementary
1. Types All basic materials of the Macmillan Publishing Company including the texts, A V materials, Teacher Guides and related devices are available. A systematic testing program of pupil readiness and achievement from the Macmillan Company and other standardized tests are provided.	1. Types Published reading materials such as: (1) Other Basic Texts, (2) Enrichment Readers, (3) Literary Readers, (4) Reading Kits and other materials designed to be read are available in the individual building and some are circulated through the IMC.
2. Level All developmental materials appropriate to the reading needs of the pupils are available to each teacher. These include materials graded both below and above the grade level being taught by the teacher.	2. Level Materials used are usually 1/2 to 1 reading level below the difficulty of basic readers in which the group is reading. This provides approximately 95% level of accuracy which is conducive to the independent and semi-independent reading inherent in the supplementary reading program.
B. Secondary	B. Secondary
1. Types Multi-texts with varied related materials, devices, and A V materials are used depending upon the purposes determined by the needs of the pupils. A testing program consisting of Gates MacGinitie's in Junior High and Trigg's Survey in Senior High is administered annually.	1. A multi-text approach such as (1) Companion books, (2) Selected teacher-made and workbook exercises from many series is utilized to further develop skills in the content areas.
2. Level All basic reading materials appropriate to the reading needs of the pupils will be made available to each teacher. These include materials graded below and above the grade level being taught by the teacher.	2. Level The supplementary reading materials selected are commensurate with the reading abilities of the students.

III. Materials

LIBRARY	REMEDIAL
A. Elementary	A. Elementary
1. Types Instructional materials includes the Library Guide, Vicalogue and other identified materials in the Library Guide. A wide range of reading materials are available in the instruction and resource centers (libraries) to motivate the readers and increase their desire to read.	1. Types Reserved material of high interest and wide diversity are used in accordance with pupil needs. Specialized equipment, devices and tools are used as requested by the teachers including machines, programmed materials and pacers. A program of diagnosis and achievement testing is provided.
2. Level The library materials provided are designed to fulfill the needs of the beginning reader, encompass materials for primary and intermediate as well as the remedial and gifted student. The reading level of these materials will encompass the readiness level through grade nine with reference materials up-graded in nature.	2. Level Materials are selected in accordance with the needs of pupils who are usually below grade level.
B. Secondary	B. Secondary
1. Types A wide range of reading materials are available in the instruction and resource centers (libraries) to motivate the readers and increase their desire to read.	1. Types Materials of high interest and wide diversity are used in accordance with pupil needs. Specialized equipment, devices and tools are used including machines, programmed materials and pacers. The Botel Inventory, Spache and Nelson reading tests and others are used to cover the diversity of needs.
2. Level These materials encompass a wide range of reading levels.	2. Level A wide range of materials are selected in accordance with the needs of pupils who are usually below grade level. These are geared to student interest and ability.

IV. Activities

DEVELOPMENTAL	SUPPLEMENTARY
A. Elementary All varieties of activities as indicated in the Teacher's Guide of the publishers materials as well as those known to the teacher as having instructional value in teaching the purposes of the reading program should be employed. Teachers are encouraged to use a wide variety of activities, thereby providing for visual, auditory and kinesthetic reinforcement of learning experiences.	A. Elementary All activities are teacher-initiated and student leaders are used as much as possible. Independent work is encouraged. Suggested activities: 1. Comprehension a. Discussion - about relevancy of story to our experiences. b. Retelling the story, adding new endings, finishing the story. c. Role-playing. d. Question-answer games. e. Developing and identifying sequence through drawings, etc. 2. Word Analysis Searching for words with same sounds, compound words, synonyms, homonyms and antonyms. 3. General Reading Skills a. Dioramas b. Oral reading c. Listening d. Introduction to drama, prose and poetry e. Fiction and non-fiction f. Author's background g. Comparative studies h. Outlining i. Summarizing
B. Secondary A wide variety of activities from multiple sources is utilized to develop reading skills. Teaching machines and reading kits are employed to implement the programs. Teacher Manuals provide additional activities to reinforce learning.	B. Secondary Continue previous activities which are applicable. Other suggestions: 1. Tape recording for book reports and oral reading 2. Card files of books read (for others to use in finding an interesting book) 3. Background reading 4. Individual vocabulary notebook Each content area teacher uses a variety of activities.

IV. Activities

LIBRARY

A. Elementary
- 1. Motivation activities include:
  - a. Oral and written book reports
  - b. Dioramas
  - c. Creative dramatization, Dialogues, Monologues, etc.
  - d. Character portrayals
  - e. Awards and Recognition, i.e., Library Certificates, etc.
- 2. Skill oriented activities to introduce and utilize
  - a. Dewey Decimal System
  - b. Card Catalog
  - c. Book Classification
  - d. Research and Reference Skills
- 3. Listening Activities in Reading
  - a. Developing literary tastes
  - b. Developing the awareness of variety of expression
    - 1) Poetry
    - 2) Prose

B. Secondary

A library unit is incorporated in the English classes. Activities relate to the use of the Dewey Decimal System card catalog and book classification. Reading classes provide for recreational reading in the library. Research activities are assigned by content area teachers.

REMEDIAL

A. Elementary

Instructional activities representing the complete range in audio-visual, kinesthetic, etc, are used to provide enrichment, reinforcement and success.

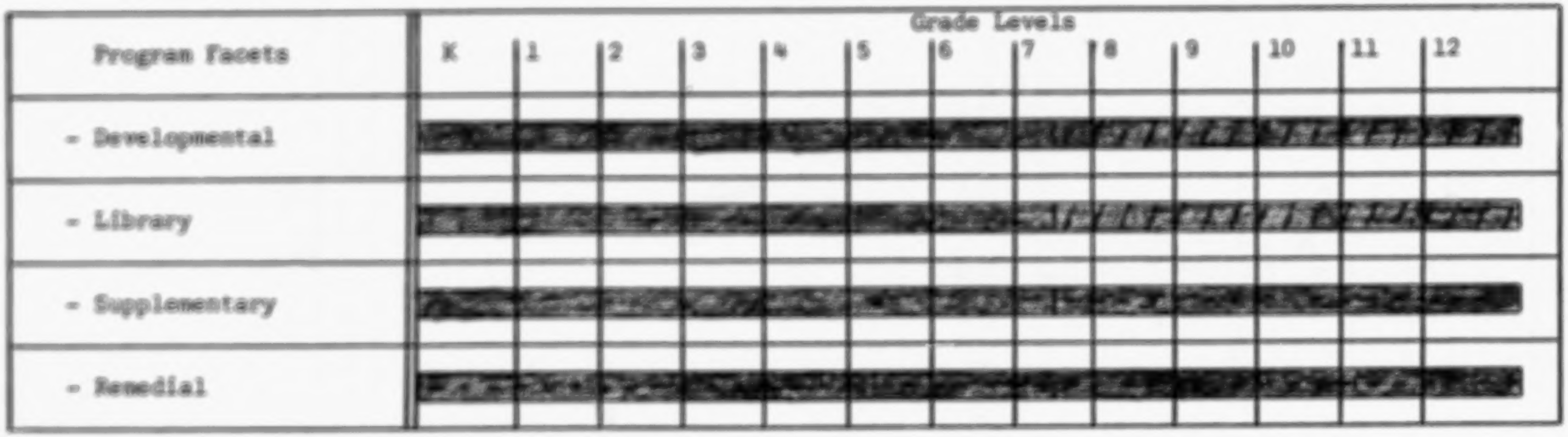
Suggested Activities:
1. Vocabulary games
2. Practice exercises
3. Oral reading
4. Dramatizations
5. Tape recording
6. Listening
7. Activities with the controlled reading, individualized reading kits and programmed readers

B. Secondary

Activities are provided to encourage student growth and emotional adjustment through the remedial program. Activities similar to those listed in the elementary section are utilized.

BLOOMINGTON PUBLIC SCHOOLS
READING PROGRAM OF INSTRUCTION K-12
CURRICULUM DEPARTMENT

READING INSTRUCTIONAL PROGRAM CHART K-12



Code:

▨ Required instruction by reading classroom teacher

■ Selected elected instruction by reading teacher or specialist (includes supplementary, RER, enrichment, etc.)

▦ Selected instruction by other than reading teacher - i.e., Social Studies teacher, Science teacher, etc.

Definitions:

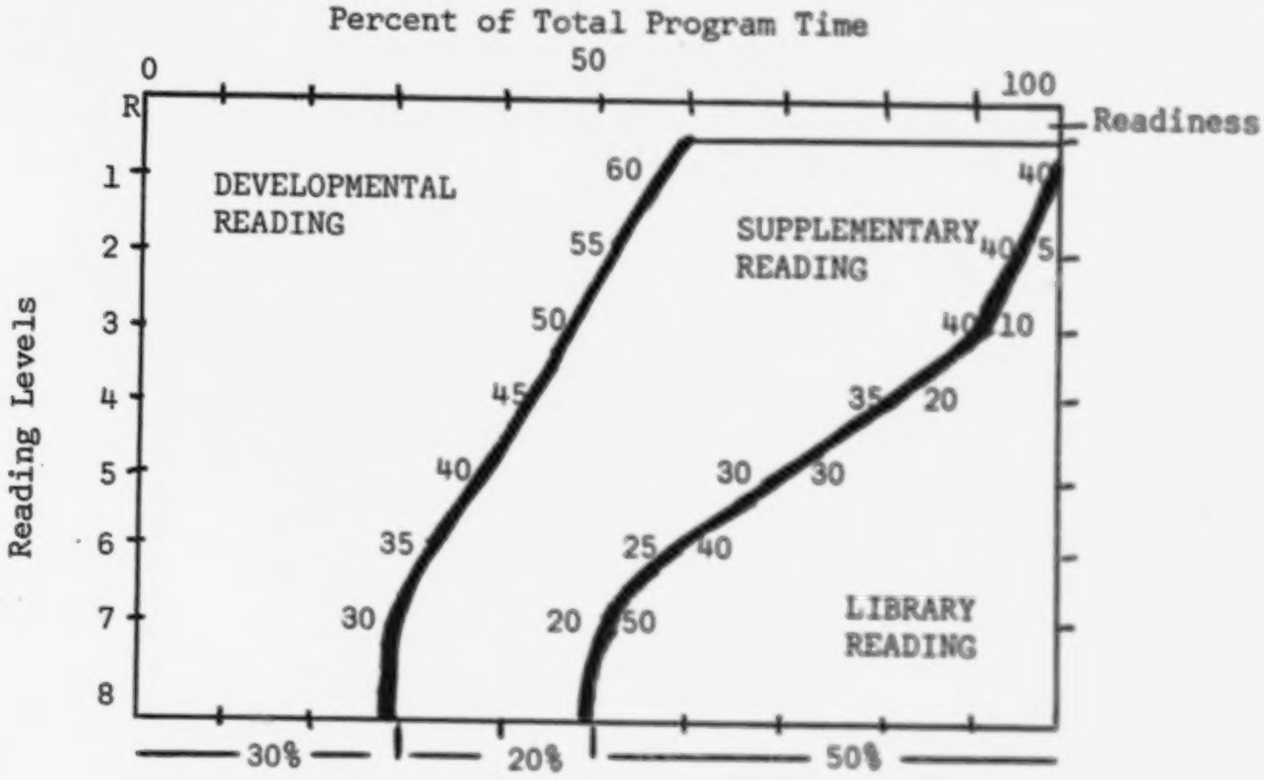
Developmental: Reading skills introduced and extended for pupils at or about ability level.

Supplementary: Practice and extension of reading skills . . . materials at lower level of difficulty than developmental program.

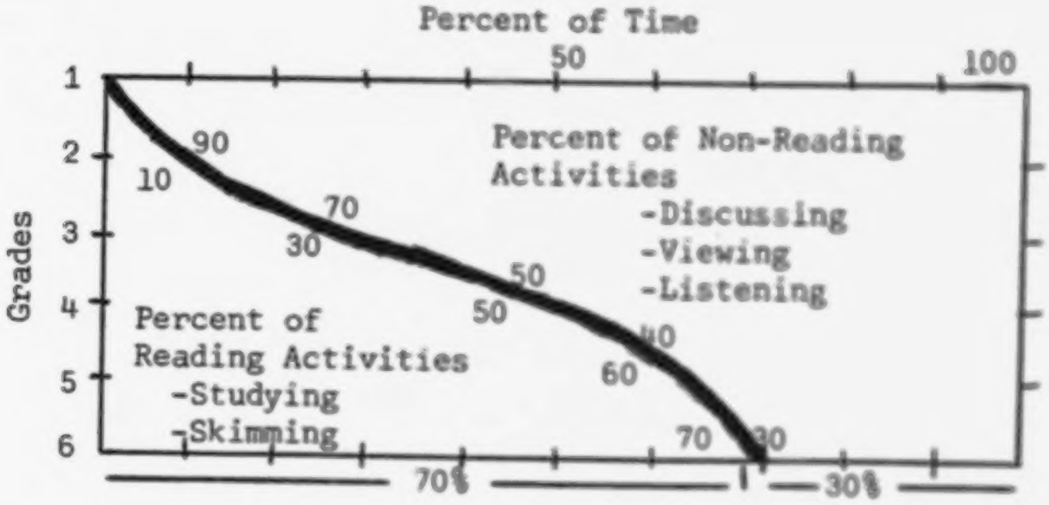
Library: Enrichment and extended use of basic skills . . . materials selected by pupils primarily on the basis of interest.

Remedial: Reteaching pupils not making satisfactory progress in Developmental Program (i.e., pupils performing below low group reading level and below ability level). Materials selected by teachers appropriate to level of individual pupil (frequently reserved materials).

ESTIMATED PERCENT OF PUPIL INVOLVEMENT IN ELEMENTARY READING INSTRUCTIONAL PROGRAM



ESTIMATED PERCENT OF PUPIL INVOLVEMENT IN READING ACTIVITIES IN SUBJECT AREA
OF
ELEMENTARY CURRICULUM



SCOPE & SEQUENCE (K-12)

The Scope and Sequence has been developed to provide guidelines for teachers for the instruction of the basic skills of reading. The skills have been organized in the following manner:

I. Word Recognition and Vocabulary

   A. Structural Skills
   B. Sight Vocabulary
   C. Phonetic Analysis
   D. Introducing the words with multiple meanings
   E. Choosing the appropriate meaning of a multi-meaning word
   F. Developing special vocabulary for content areas
   G. Dictionary

II. Comprehension

   A. Retention of information (literal)
   B. Organization skills
   C. Evaluation
   D. Interpretation of material read
   E. Appreciation
   F. Adjusting rate of reading to the type of material being read

III. Study Skills

   A. Using textbooks
   B. Using visual materials
   C. Library structure
   D. Organization of materials
   E. Locating information

IV. Wide Use of Reading

   A. Development of interest and taste
   B. Research

V. Awareness of Reading Opportunities

   A. Informal Reading
   B. Using Public and Private Facilities

The Scope and Sequence Chart on the following pages has been developed to indicate the recommended time for initial introduction of each of the specific skills identified. The code I is used to illustrate this. The line indicates continued instruction and expansion of the skills.

SCOPE & SEQUENCE CHART (K-12)

Basic Skills of Reading	Grade Level												
Basic Outline	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Word Recognition and Vocabulary													
A. Structural Skills													
1. Orienting and developing Kinesthetic-Visual Skills	I												
2. Progressing from left to right	I												
3. Progressing from one line to next	I												
4. Tracing words printed with broken line	I												
5. Observing likenesses and differences	I												
6. Noting differences between printing and manuscript	I												
7. Introducing context and sound clues	I												
8. Learning letter names and shapes	I												
9. Discriminating between printed names and associating the right name with character	I												
10. Constructing compound words		I											
11. Syllable													
a. Listening for syllables		I											
b. Recognizing final syllables				I									
c. Generalizing about first syllables				I									
d. Identifying common unaccented last syllables				I									
e. Learning the initial principles of syllabication					I								
12. Constructing irregular plurals (wolves, women, etc)				I									
13. Interpreting common prefixes and suffixes				I									
14. Interpreting double prefixes				I									
15. Using punctuation marks as an aid to getting meaning				I									
16. Using comparatives				I									
17. Recognizing differences in pronunciation of homographs or heteronyms					I								
18. Identifying and interpreting homonyms, antonyms, heteronyms and synonyms						I							
B. Sight Vocabulary													
1. Learning sight words		I											
2. Introducing sight vocabulary in picture clues		I											
3. Introducing sight vocabulary in context clues		I											
4. Differentiating words having similar configuration		I											
5. Identifying contractions and possessives		I											
6. Interpreting abbreviations				I									

SCOPE & SEQUENCE CHART (K-12) Continued

Basic Skills of Reading	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
C. Phonetic Analysis													
1. Introducing initial consonant sounds	I	—	—	—	—	—	—	—	—	—	—	—	—
2. Writing initial consonants of whole words in context		I	—	—	—	—	—	—	—	—	—	—	—
3. Blending of initial consonants in printed words		I	—	—	—	—	—	—	—	—	—	—	—
4. Blending the first consonant of a word with the rhyming part of another word to make a word		I	—	—	—	—	—	—	—	—	—	—	—
5. Blending the first consonant of a known word with the last part of a known word to make another known or unknown word		I	—	—	—	—	—	—	—	—	—	—	—
6. Introducing different sounds of vowel letters - a,e,i		I	—	—	—	—	—	—	—	—	—	—	—
7. Listen to descriptive sounds		I	—	—	—	—	—	—	—	—	—	—	—
8. Introducing phonetic parts, diphthong, digraph, etc		I	—	—	—	—	—	—	—	—	—	—	—
9. Introducing rules for long and short vowels			I	—	—	—	—	—	—	—	—	—	—
10. Introducing silent letters (gh, w, k, b, g, t, h)			I	—	—	—	—	—	—	—	—	—	—
11. Introducing multiple consonant sounds (c, g, s, z)			I	—	—	—	—	—	—	—	—	—	—
12. Introducing initial blends (sc, scr, sk, sw)			I	—	—	—	—	—	—	—	—	—	—
13. Introducing special consonants sounds (s in sugar, ph for f)				I	—	—	—	—	—	—	—	—	—
14. Introducing exceptions to vowel rules				I	—	—	—	—	—	—	—	—	—
15. Introducing phonograms (on, en-y, ey-ar, er)				I	—	—	—	—	—	—	—	—	—
16. Interpreting and using initial and final sounds				I	—	—	—	—	—	—	—	—	—
17. Interpreting and using blends				I	—	—	—	—	—	—	—	—	—
18. Interpreting and using vowel sounds including y				I	—	—	—	—	—	—	—	—	—
19. Interpreting and using sounds of vowel and consonant digraphs, diphthongs vowel sounds modified by r, l, etc				I	—	—	—	—	—	—	—	—	—
20. Interpreting phonetic respelling as an aid to pronunciation				I	—	—	—	—	—	—	—	—	—
21. Introducing multiple sounds of consonants				I	—	—	—	—	—	—	—	—	—
22. Applying phonetic skills to the interpretation of respelling in the dictionary					I	—	—	—	—	—	—	—	—
23. Interpreting and using final sounds						I	—	—	—	—	—	—	—
24. Recognizing changes in pronunciations of root words							I	—	—	—	—	—	—
D. Introducing of words with multiple meanings		I	—	—	—	—	—	—	—	—	—	—	—
E. Choosing the appropriate meaning of a multi-meaning word						I	—	—	—	—	—	—	—
F. Developing special vocabulary for content areas				I	—	—	—	—	—	—	—	—	—

SCOPE & SEQUENCE CHART (K-12) Continued

Reading Skills of Reading	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
G. Dictionary													
1. Alphabetizing		I—	—	—	—	—	—	—	—	—	—	—	—
2. Introducing pronunciation skills				I—	—	—	—	—	—	—	—	—	—
3. Locating meaning				I—	—	—	—	—	—	—	—	—	—
4. Understanding diacritical marks				I—	—	—	—	—	—	—	—	—	—
5. Identifying word origins and derivations							I—	—	—	—	—	—	—
II. Comprehension													
A. Retention of information (literal)													
1. Stopping and asking questions about the story		I—	—	—	—	—	—	—	—	—	—	—	—
2. Listening to answer a specific question		I—	—	—	—	—	—	—	—	—	—	—	—
3. Listening to retell		I—	—	—	—	—	—	—	—	—	—	—	—
4. Recalling facts from listening and observing		I—	—	—	—	—	—	—	—	—	—	—	—
5. Reading for details		I—	—	—	—	—	—	—	—	—	—	—	—
6. Recalling specific information		I—	—	—	—	—	—	—	—	—	—	—	—
7. Reading for specific purposes				I—	—	—	—	—	—	—	—	—	—
B. Organization skills													
1. Classifying													
a. Identify groups of two or more objects		I—	—	—	—	—	—	—	—	—	—	—	—
b. Identify color		I—	—	—	—	—	—	—	—	—	—	—	—
2. Recalling sequential order		I—	—	—	—	—	—	—	—	—	—	—	—
3. Following directions		I—	—	—	—	—	—	—	—	—	—	—	—
4. Summarizing													
a. By recall		I—	—	—	—	—	—	—	—	—	—	—	—
b. By simple paragraph				I—	—	—	—	—	—	—	—	—	—
c. By short stories							I—	—	—	—	—	—	—
d. By book length								I—	—	—	—	—	—
5. Skimming													
a. Locate conspicuous details		I—	—	—	—	—	—	—	—	—	—	—	—
b. Locate desired information			I—	—	—	—	—	—	—	—	—	—	—
c. Select and reject material to fit a certain purpose				I—	—	—	—	—	—	—	—	—	—
d. Locate facts and details					I—	—	—	—	—	—	—	—	—
e. Verify and clarify information						I—	—	—	—	—	—	—	—
f. Skim for key works or phrases		I—	—	—	—	—	—	—	—	—	—	—	—
6. Understanding phrase meaning				I—	—	—	—	—	—	—	—	—	—
7. Building Sentences		I—	—	—	—	—	—	—	—	—	—	—	—
8. Building Paragraphs				I—	—	—	—	—	—	—	—	—	—

SCOPE & SEQUENCE CHART (k-12) Continued

Reading Skills of Reading	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
9. Outlining				I—	—	—	—	—	—	—	—	—	—
10. Noting relationships													
a. Time					I—	—	—	—	—	—	—	—	—
b. Place					I—	—	—	—	—	—	—	—	—
11. Generalizing						I—	—	—	—	—	—	—	—
C. Evaluation													
1. Differentiating between fact and fiction				I—	—	—	—	—	—	—	—	—	—
2. Drawing conclusions from related facts				I—	—	—	—	—	—	—	—	—	—
3. Distinguishing between relevant and irrelevant						I—	—	—	—	—	—	—	—
4. Recognizing types of content						I—	—	—	—	—	—	—	—
5. Understanding purposes of introductory paragraphs							I—	—	—	—	—	—	—
6. Interpreting cause - effect relationship							I—	—	—	—	—	—	—
7. Distinguishing fact from opinion							I—	—	—	—	—	—	—
8. Reading critically													
a. Making inferences					I—	—	—	—	—	—	—	—	—
b. To make conclusions or generalizations					I—	—	—	—	—	—	—	—	—
c. To sense literal, implied, and related meanings						I—	—	—	—	—	—	—	—
d. To suspend judgment and use rational standards in reaching conclusions							I—	—	—	—	—	—	—
e. To use insight and penetration in the application of ideas								I—	—	—	—	—	—
D. Interpretation of material read													
1. Associating a name with a character or possessions	I—	—	—	—	—	—	—	—	—	—	—	—	—
2. Associating a printed word with an action, as go, stop	I—	—	—	—	—	—	—	—	—	—	—	—	—
3. Reading pictures and talking it over; forecasting probable turns of events; interpreting feelings of characters; understanding essential story elements	I—	—	—	—	—	—	—	—	—	—	—	—	—
4. Recognizing emotional attitudes	I—	—	—	—	—	—	—	—	—	—	—	—	—
5. Identifying related words		I—	—	—	—	—	—	—	—	—	—	—	—
6. Visualizing													
a. Deciding which picture illustrates the idea in a sentence or a paragraph (relevancy)		I—	—	—	—	—	—	—	—	—	—	—	—
b. Visualizing the action of a sentence		I—	—	—	—	—	—	—	—	—	—	—	—
c. Visualizing definite numbers and terms		I—	—	—	—	—	—	—	—	—	—	—	—
d. Visualizing the answer to a riddle		I—	—	—	—	—	—	—	—	—	—	—	—
e. Visualizing opposite ideas, as in-out		I—	—	—	—	—	—	—	—	—	—	—	—
f. Visualizing the answer to a question about a paragraph		I—	—	—	—	—	—	—	—	—	—	—	—

SCOPE & SEQUENCE CHART (K-12) Continued

Basic Skills of Reading	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Recognizing the main idea		I	—	—	—	—	—	—	—	—	—	—	—
8. Identifying the antecedent of the personal pronoun				I	—	—	—	—	—	—	—	—	—
9. Creative Reading				I	—	—	—	—	—	—	—	—	—
10. Predicting outcomes				I	—	—	—	—	—	—	—	—	—
11. Comparing and contrasting selections and experiences					I	—	—	—	—	—	—	—	—
12. Perceiving relationships						I	—	—	—	—	—	—	—
13. Topic sentences in paragraphs													
a. Recognizing				I	—	—	—	—	—	—	—	—	—
b. Interpreting					I	—	—	—	—	—	—	—	—
14. Punctuation													
a. Developing awareness of need of punctuation to give meaning to what author has written					I	—	—	—	—	—	—	—	—
b. Interpreting punctuation in sentences			I	—	—	—	—	—	—	—	—	—	—
c. Interpreting the meaning and uses of special print style, ie, italics					I	—	—	—	—	—	—	—	—
E. Appreciation													
1. Creative thinking - different ending - personal feelings	I	—	—	—	—	—	—	—	—	—	—	—	—
2. Identifying the speakers in a story and interpreting their feelings	I	—	—	—	—	—	—	—	—	—	—	—	—
3. Promoting skill in the interpretation of story plot		I	—	—	—	—	—	—	—	—	—	—	—
4. Promoting the ability to read creatively in such ways as anticipating plot development, drawing conclusions, making generalizations and enjoying sensory images		I	—	—	—	—	—	—	—	—	—	—	—
5. Sensing humor and make-believe		I	—	—	—	—	—	—	—	—	—	—	—
6. Reading directions explanation or instructions				I	—	—	—	—	—	—	—	—	—
7. Perceiving relationships													
a. Visualizing setting or character				I	—	—	—	—	—	—	—	—	—
b. Interpreting mood and feeling					I	—	—	—	—	—	—	—	—
8. Understanding figures of speech and dialect					I	—	—	—	—	—	—	—	—
9. Recognizing type of stories, poems or plays					I	—	—	—	—	—	—	—	—
10. Identifying authors of different types of literature					I	—	—	—	—	—	—	—	—
11. Enriching imagery					I	—	—	—	—	—	—	—	—
12. Understanding author's purpose or tone					I	—	—	—	—	—	—	—	—
13. Identifying types of literature					I	—	—	—	—	—	—	—	—
14. Analyzing structure and style							I	—	—	—	—	—	—
15. Understanding irony							I	—	—	—	—	—	—

SCOPE & SEQUENCE CHART (K-12) Continued

Basic Skills of Reading	Grade Level												
	K	1	2	3	4	5	6	7	8	9	10	11	12
16. Appreciating incongruities							I	—	—	—	—	—	—
17. Analyzing stylistic devices							I	—	—	—	—	—	—
F. Adjusting rate of reading to the type of material being read					I	—	—	—	—	—	—	—	—
III. Study Skills													
A. Using Textbooks													
1. Interpreting illustrations	I	—	—	—	—	—	—	—	—	—	—	—	—
2. Using marginal notes						I	—	—	—	—	—	—	—
3. Using footnotes							I	—	—	—	—	—	—
4. Using the author's biographical sketches							I	—	—	—	—	—	—
B. Using visual materials													
1. Pictures	I	—	—	—	—	—	—	—	—	—	—	—	—
2. Diagrams		I	—	—	—	—	—	—	—	—	—	—	—
3. Charts				I	—	—	—	—	—	—	—	—	—
4. Graphs				I	—	—	—	—	—	—	—	—	—
5. Tables				I	—	—	—	—	—	—	—	—	—
C. Library structure													
1. Book classification													
a. "E" books		I	—	—	—	—	—	—	—	—	—	—	—
b. Fiction books			I	—	—	—	—	—	—	—	—	—	—
c. Non-fiction books			I	—	—	—	—	—	—	—	—	—	—
d. Reference books													
1) Dictionary	I	—	—	—	—	—	—	—	—	—	—	—	—
2) Newspaper	I	—	—	—	—	—	—	—	—	—	—	—	—
3) Atlas and maps				I	—	—	—	—	—	—	—	—	—
4) Encyclopedia				I	—	—	—	—	—	—	—	—	—
5) Almanac					I	—	—	—	—	—	—	—	—
6) Indexes					I	—	—	—	—	—	—	—	—
7) Reader's Guide							I	—	—	—	—	—	—
2. Dewey Decimal System				I	—	—	—	—	—	—	—	—	—
3. Card Catalog				I	—	—	—	—	—	—	—	—	—
D. Organization of materials													
1. Reviewing		I	—	—	—	—	—	—	—	—	—	—	—
2. Summarizing				I	—	—	—	—	—	—	—	—	—
3. Outlining				I	—	—	—	—	—	—	—	—	—
4. Note taking					I	—	—	—	—	—	—	—	—

SCOPE & SEQUENCE CHART (K-12) Continued

Basic Skills of Reading | Grade Level

	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Locating information													
1. Table of contents			I	—	—	—	—	—	—	—	—	—	—
2. Index			I	—	—	—	—	—	—	—	—	—	—
3. Glossary				I	—	—	—	—	—	—	—	—	—
II. Wide Use of Reading													
A. Development of interest and taste													
1. Reading with effective expression		I	—	—	—	—	—	—	—	—	—	—	—
2. Interpreting the mood of the characters and the conversational text of the stories			I	—	—	—	—	—	—	—	—	—	—
3. Reading with fluency			I	—	—	—	—	—	—	—	—	—	—
4. Building a characterization in reading conversation or dialogue			I	—	—	—	—	—	—	—	—	—	—
5. Interpreting and developing appreciation for vivid language				I	—	—	—	—	—	—	—	—	—
6. Stimulating awareness of foreign words				I	—	—	—	—	—	—	—	—	—
7. Identifying types of literature in a table of contents. eg, poetry, fable, etc				I	—	—	—	—	—	—	—	—	—
8. Adjusting rate of oral reading emphasis and phrasing in the nature of the selection					I	—	—	—	—	—	—	—	—
9. Interpreting different types of poetry					I	—	—	—	—	—	—	—	—
10. Interpreting special type to decide which words to emphasize					I	—	—	—	—	—	—	—	—
11. Interpreting the meaning of what is read to decide which words to emphasize					I	—	—	—	—	—	—	—	—
12. Learning what is meant by main characters and setting													
a. Noting the role of minor characters					I	—	—	—	—	—	—	—	—
b. Noting the author's clues as to the probable outcome						I	—	—	—	—	—	—	—
c. Recognizing in a story a problem to be solved or questions to be answered							I	—	—	—	—	—	—
13. Extending appreciation of different forms of literature													
a. Reading poetry, drama, historical and biographical stories						I	—	—	—	—	—	—	—
b. Reading mystery and adventure stories, folk tales, myths, legends, and selections from children's classics					I	—	—	—	—	—	—	—	—
14. Using pitch, stress and juncture in oral reading						I	—	—	—	—	—	—	—

SCOPE & SEQUENCE CHART (K-12) Continued

Basic Skills of Reading	Grade Level K	1	2	3	4	5	6	7	8	9	10	11	2
15. Interpreting the author's purpose						I—							
16. Strengthening pronunciation and enunciation skills							I—						
17. Identifying authors of different types of literature listed in a table of contents							I—						
18. Evaluating the authorship							I—						
B. Research (complexity of comprehension skills)													
1. Indexing, or identifying things included by a general term		I—											
2. Utilizing aids to gain knowledge		I—											
3. Reading simple maps			I—										
4. Utilizing library facilities			I—										
5. Using a dictionary				I—									
6. Utilizing table of contents				I—									
7. Learning how material is organized				I—									
8. Dividing a topic into main points				I—									
9. Beginning outlining				I—									
10. Using a glossary				I—									
11. Using an encyclopedia				I—									
12. Using the card catalog				I—									
13. Summarizing reports				I—									
14. Recording pertinent information					I—								
15. Using newspapers and magazines					I—								
16. Using a bibliography					I—								
17. Using an index including recognizing and using main topics, key words, subtopics					I—								
18. Interpreting signals for sequence of ideas (examples: first, moreover, next)					I—								
19. Skimming for information and detail					I—								
20. Finding pertinent information in biographies					I—								
21. Utilizing information from resource persons					I—								
22. Note-taking on oral reports					I—								
23. Interpreting pictures, charts, tables, diagrams, maps, etc					I—								
24. Utilizing the Dewey Decimal System					I—								
25. Differentiating between main and subordinate ideas					I—								
26. Interpreting time relationships					I—								
27. Selecting or evaluating information					I—								
28. Finding details to prove opinions or answer questions					I—								

SCOPE & SEQUENCE CHART (K-12) Continued

Basic Skills of Reading	K	1	2	3	4	5	6	7	8	9	10	11	12
									Grade Level				
29. Finding materials in several sources					I								
30. Drawing conclusions from fact indexes, as in an encyclopedia					I								
31. Reading charts and tables, eg, tables of data on population, fact indexes, graphs						I							
32. Learning to organize a notebook						I							
33. Summarizing information presented orally						I							
34. Discriminating between statements of fact (verifiable) and statements of opinion (attitudes)							I						
35. Using manuals to obtain relevant information. Example: Boy Scout Handbook							I						
36. Drawing conclusions from tables of data, eg, population density							I						
V. Awareness of Reading Opportunities													
A. Informal Reading													
1. Television	I												
2. Newspaper	I												
3. Addresses	I												
4. Signs and Labels	I												
5. Vocations and Avocations			I										
6. Periodicals					I								
7. Advertising					I								
B. Using Public and Private Facilities													
1. Home Library	I												
2. School Library	I												
3. Exhibits	I												
4. Excursions	I												
5. Community library			I										
6. Museums				I									
7. Planetariums				I									

A listing of instructional materials for each grade K-6, Junior High and Senior High is provided to aid the teacher in the identification of materials for instruction for the various levels of reading.

ELEMENTARY DEVELOPMENTAL READING MATERIALS

Kindergarten

Level	Title	Instructional Aids
Readiness	Before We Read-TE Scott Foresman Before We Read-Student Workbook Scott Foresman (Macmillan Publishing Materials) We Begin-Text We Begin-TE	Magnetic Display Board Reading Readiness Test Practice Exercises (duplicated material) Introductory Story Cards

Grade One

Level	Title	Instructional Aids
Pre Primer	Opening Books A Magic Box Things To See Preprimers Teachers Edition *Finding Out Discovery Book Finding Out Discovery Book-TE	Practice Exercises-PP, P, 1st Reader Placement Test (oral reading at sight)-PP, P, 1st **Primer Achievement Test-P **Master Test-1st Story Cards-PP, P, 1st Word and Sentence Building Cards-PP, P, 1st Magnetic Display Board-PP, P, 1st
Primer	Worlds of Wonder Worlds of Wonder-TE Worlds of Wonder Discovery Book Worlds of Wonder Discovery Book-TE	
1st Reader	Lands of Pleasure Lands of Pleasure-TE Lands of Pleasure Discovery Book Lands of Pleasure Discovery Book-TE	

*Discovery Books are workbooks
**Being developed

Grade Two

Level	Title	Instructional Aids
2^1	Enchanted Gates	Readiness Test-2^1
	Enchanted Gates-TE	Practice Exercises-2^1, 2^2
	Enchanted Gates Discovery Book	**Achievement Test (mid-year)
	Enchanted Gates Discovery Book-TE	**Achievement Test (end-of-year)
2^2	Shining Bridges	Reader Placement Test-2^2
	Shining Bridges-TE	Word and Sentence Building Cards-2^1, 2^2
	Shining Bridges Discovery Book	Magnetic Board-2^1, 2^2
	Shining Bridges Discovery Book-TE	

Grade Three

3^1	Better Than Gold	Readiness Test-3^1
	Better Than Gold-TE	Practice Exercises-3^1, 3^2
	Better Than Gold Discovery Book	Reader Placement Test-3^1, 3^2
	Better Than Gold Discovery Book-TE	**Achievement Test (mid-year)
3^2	More Than Words	**Achievement Test (end-of-year)
	More Than Words-TE	
	More Than Words Discovery Book	
	More Than Words Discovery Book-TE	

Grade Four

4	The Magic Word	Readiness Test-4
	The Magic Word-TE	**Achievement Test-4
	The Magic Word Discovery Book	
	The Magic Word Discovery Book-TE	

Grade Five

5	Bold Journeys	Readiness Test-5
	Bold Journeys-TE	**Achievement Test-5
	Bold Journeys Discovery Book	
	Bold Journeys Discovery Book-TE	

Grade Six

6	Into New Worlds	Readiness Test-6
	Into New Worlds-TE	**Achievement Test-6
	Into New Worlds Discovery Book	
	Into New Worlds Discovery Book-TE	

SEQUENCE OF MACMILLAN INFORMAL READING TESTS

Copies of Tests in the Teachers Edition

Level	Title	Test	Teacher Manual Pages
PP	Opening Books	1	39-119
		2	124-170
PP	A Magic Box	3	178-237
		4	237-289
PP	Things You See	5	298-343
		6	348-423
P	Worlds of Wonder	Skills Test A	37-82
		Vocabulary Test 1	37-120
		Skills Test B	87-141
		Vocabulary Test 2	124-210
		Vocabulary Test 3	212-263
		Vocabulary Test 4	265-347
		Vocabulary Test 5	349-421
1	Lands of Pleasure	Skills Test A	36-54
		Vocabulary Test 1	36-92
		Skills Test B	57-101
		Skills Test C	105-112
		Vocabulary Test 2	93-172
		Vocabulary Test 3	174-269
		Vocabulary Test 4	271-355
		Vocabulary Test 5	356-434
2	Enchanted Gates	Skills Test A	38-65
		Skills Test B	73-98
		Vocabulary Test 1	38-157
		Skills Test C	105-168
		Skills Test D	174-195
		Skills Test E	202-249
		Vocabulary Test 2	160-256
		Skills Test F	256-297
		Vocabulary Test 3	258-365
		Skills Test G	301-382
		Skills Test H	388-417
		Vocabulary Test 4	367-449
		Vocabulary Test 5	451-552
2^2	Shining Bridges	Skills Test A	36-81
		Skills Test B	86-117
		Vocabulary Test 1	36-150
		Vocabulary Test 2	154-241
		Skills Test C	120-258
		Vocabulary Test 3	244-328
		Vocabulary Test 4	332-401
		Vocabulary Test 5	404-470
		Vocabulary Test 6	473-532

SEQUENCE OF MACMILLAN INFORMAL READING TESTS Continued

Level	Title	Test	Teacher Manual Pages
3^1	Better Than Gold	Skills Test A	40-82
		Vocabulary Test 1	40-99
		Skills Test B	88-108
		Skills Test C	114-152
		Vocabulary Test 2	103-186
		Skills Test D	157-225
		Vocabulary Test 3	190-275
		Vocabulary Test 4	278-402
		Skills Test E	229-411
		Skills Test F	414-496
		Vocabulary Test 5	406-500
3^2	More Than Words	Vocabulary Test 1	40-120
		Vocabulary Test 2	124-215
		Skills Test A	40-252
		Skills Test B	257-282
		Vocabulary Test 3	220-298
		Skills Test C	287-304
		Vocabulary Test 4	302-360
		Skills Test D	367-410
		Vocabulary Test 5	367-441
		Vocabulary Test 6	445-480

(Each test is on a spirit duplicating master from the Macmillan Company. Copies of these tests or spirit masters will be available to the buildings.)

(Sample Score Sheet Form)

MACMILLAN DEVELOPMENTAL READING INFORMAL TEST SCORES

(Circle Correct Test)
Test: Worlds Of Wonder - Primer

Date __________

Grade __________

Group __________

Teacher __________

Skills Test A, 37-82
Skills Test B, 87-141

Vocabulary Test 1, 37-120
Vocabulary Test 2, 124-210
Vocabulary Test 3, 212-263
Vocabulary Test 4, 265-347
Vocabulary Test 5, 349-421

Raw Score	Pupils Name

Name ______________________
First

BLOOMINGTON ELEMENTARY READING RECORD CARD

BASIC READING TEST SCORES

MACMILLAN READING BASIC TEST PROFILE SHEET

Tchr. Initial	Date Mo-Yr	Raw Score	Percentile	PERCENTILES 0 10 20 30 40 50 60 70 80 90 100	READINESS TESTS
					1st Year Readiness
					2nd Year Readiness
					3rd Year Readiness
					4th Year Readiness
					5th Year – Readiness
					6th Year – Readiness
					ACHIEVEMENT TESTS
					Primer Achievement
					1st Reader Mastery Test
					2^1 Reader Achievement
					2^2 Reader Achievement
					3^1 Reader Achievement
					3^2 Reader Achievement
					4th Reader Achievement
					5th Reader Achievement
					6th Reader Achievement
				0 10 20 30 40 50 60 70 80 90 100	

DIRECTIONS: Enter the appropriate data, i.e., raw score, in the spaces provided and chart the percentile scores on the graph after they have been received from the Elementary Office.

LAST NAME FIRST

SUPPLEMENTARY READING RECORD ELEMENTARY READING RECORD CARD

Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C
RR	WE BEGIN		PP1	OPENING BOOKS		PP2	A MAGIC BOX		PP3	THINGS TO SEE	
						PP1	At Home		PP2	A Day With Debbie	
RR	BEFORE WE READ		RR	Over The Wall		PP1	Come Here		PP2	Here and Near	
RR	Here We Go					PP1	Dan and Peggy		PP2	Laugh With Larry	
						PP1	Fun With David		PP2	Little Green Story Book	
						PP1	Little Red Story Book		PP2	Now We Work & Play	
						PP1	Mac and Muff		PP2	Stop and Look	
						PP1	Now We Look and See		PP2	Time to Play	
						PP1	On Our Way		PP2	Twins, Tom and Don	
						PP1	Play With Jimmy		PP2	Up Reading Road	
						PP1	Splash		PP2	Tuffy and Boots	
						PP1	Skip Along		PP2	Magic Box	
									PP2	Under The Sky	
									PP2	Open The Door	

Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C
P	WORLDS OF WONDER		1	LANDS OF PLEASURE		2-1	ENCHANTED GATES		2-2	SHINING BRIDGES	
									2-1	Down The River Road	
PP3	All In A Day		P	At Play		1	Anything Can Happen		2-1	Along the Way	
PP3	At Home and Away		P	Days Of Fun		1	Around Green Hills		2-1	Down Singing River	
PP3	Go Up		P	Fun In Story		1	I Know A Secret		2-1	Fields and Fences	
PP3	Going To School		P	Little White House		1	I Know A Story		2-1	It Happened One Day	
PP3	Happy Ranch		P	New Fun-Dick & Jane		1	Now We Three		2-1	It Is A Big Country	
PP3	Here and Away		P	Once Upon A time		1	On Cherry Street		2-1	Meet Our Friends	
PP3	Here We Play		P	Our School		1	On Four Feet		2-1	New Friends & Neighbors	
PP3	Little Blue Story Book		P	Peppermint Fence		1	Open Windows		2-1	Open Doors	
PP3	Now We Come and Go		P	Ted and Sally		1	Our Happy Ways		2-1	Star Bright	
PP3	Story Wagon		P	Tommy Little		1	Our Town		2-1	Today We Go	
PP3	Four Seasons With Suzy		P	Up the Street & Down		1	Sky Blue		2-1	We Are Neighbors	
PP3	Pepper		P	Wishing Well		1	Two Boys and A Tree		2-1	What Next No. 1	
PP3	Things You See		P	Cowboy Sam-Miss Lily		1	Cowboy Sam-Shorty		2-1	Cowboy Sam & The Fair	
PP3	High On A Hill		P	Cowboy Sam-Porky		1	Cowboy Sam-Freddy		2-1	Cowboy Sam & The Rodeo	
			P	Cowboy Sam		1	Round About		2-1	New What Next No. 1	
			P	Day In And Day Out					2-1	Horace - The Friendly Octopus	

Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C
3-1	**BETTER THAN GOLD**		3-2	**MORE THAN WORDS**		4-1	**THE MAGIC WORD**		5-1	**BOLD JOURNEYS**	
									4-1	High Climbers	
									4-1	Singing Wheels	
2-2	Around the Corner		3-1	Beyond Treasure Vall.					4-1	Along Sunshine Trail	
2-2	Foolish and Wise		3-1	Doorways to Advent.		3-2	Across the Valley		4-1	American Adventures	
2-2	Happiness Hill		3-1	Faraway Ports		3-2	Along Friendly Roads		4-1	Around the Bend	
2-2	New Friends-New Places		3-1	Finding New Neighbors		3-2	Enchanting Stories		4-1	Believe & Make Believe	
2-2	Neighbors on the Hill		3-1	Good Times Today		3-2	Five & One-Half Club		4-1	Distant Doorways	
2-2	New More Friends-Neighbors		3-1	Good Times Together		3-2	Friends Far & Near		4-1	It Must Be Magic	
2-2	Over A City Bridge		3-1	Magic Windows		3-2	Good Times Tomorrow		4-1	Magic Carpet	
2-2	The Story Road		3-1	Meadow Green		3-2	New More Streets & Roads		4-1	Magic and Laughter	
2-2	Story Train		3-1	New Streets & Roads		3-2	Ranches and Rainbows		4-1	Paths to Follow	
2-2	Storyland Favorites		3-1	Open Roads		3-2	Story Caravan		4-1	Roads to Everywhere	
2-2	Town and Country		3-1	Our Good Neighbors		3-2	Tall Tales		4-1	Sharing Adventures	
2-2	What Next No. 2		3-1	Treat Shop		3-2	Under The Sun		4-1	Sharing More Adventures	
2-2	Friendly Village		3-1	Cowboy Sam & The Indians		3-2	Story Carnival		4-1	Today and Tomorrow	
2-2	New Neighbors on the Hill		3-1	Cowboy Sam & The Rustlers		3-2	If I Were Going		4-1	Peacock Lane	
			3-1	Black Bear Adventure					4-1	Aiming High	
			3-1	Through The Green Gate					4-1	Shining Hours	
									4-1	Ventures	
									4-2	Codes To Captains	

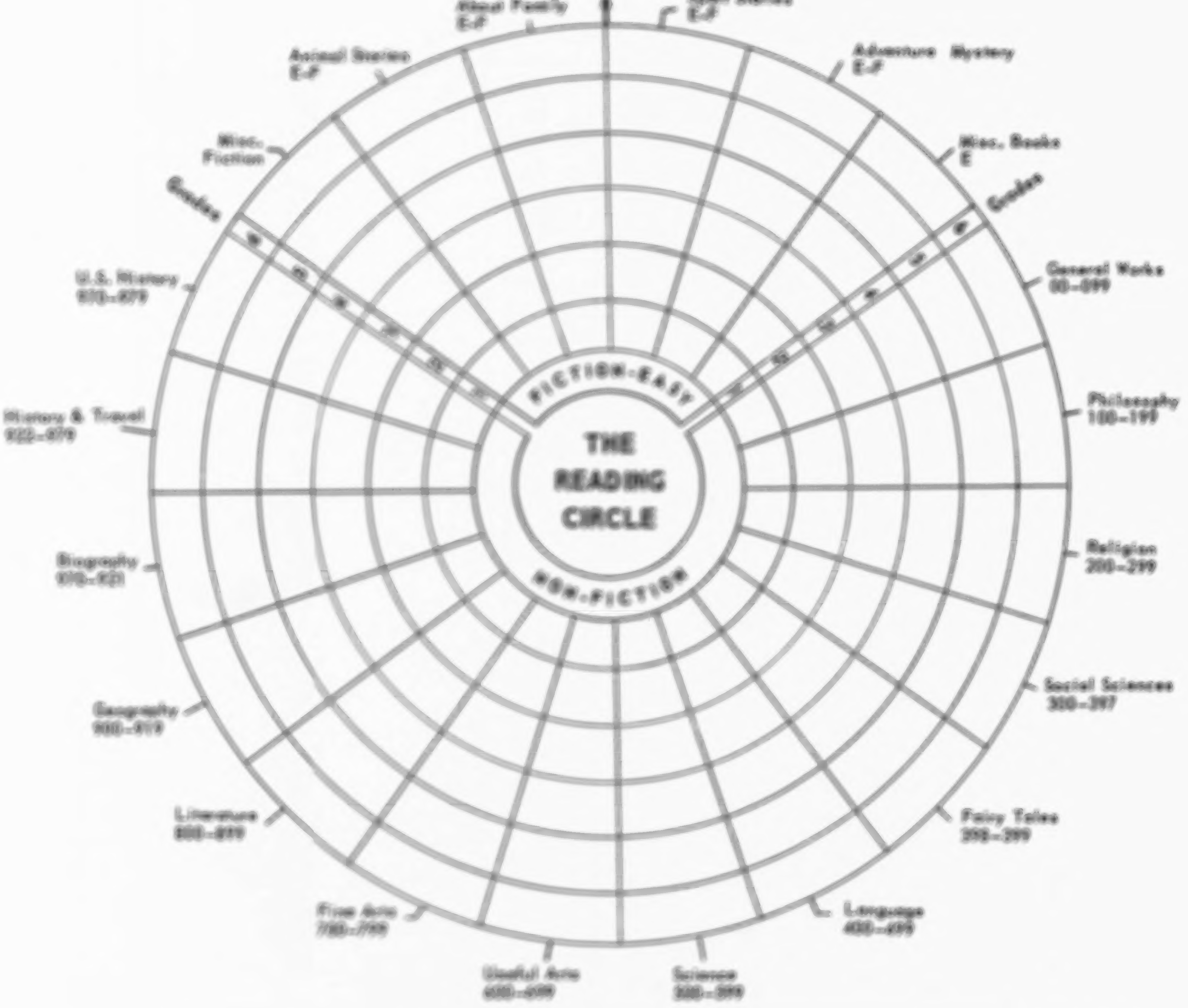
Lev.	Book Title	D/C	Lev.	Book Title	D/C	Lev.	Book Title	D/C		**REMEDIAL (4-6)**	
6-1	**INTO NEW WORLDS**		7-1	**HERE AND EVERYWHERE**		8-1	**TALES FOR TODAY**		Lev.	Book Title	D/C
5-1	Across the Blue Bridge		6-1	Aboard the Story Rocket		7-1	From Every Land				
5-1	Adventures Here & There		6-1	Adventure Lands		7-1	More Parades				
5-1	Enchanted Isles		6-1	Adventures Now & Then		7-1	New Horizons, Reading				
5-1	Finding the Way		6-1	All Around Me			and Literature				
5-1	Frontiers Old & New		6-1	Arrivals & Depart.		7-1	Parades				
5-1	Frontiers to Explore		6-1	Bright Peaks							
5-1	They Were Brave & Bold		6-1	Moving Ahead							
5-1	Trails to Treasure		6-1	Tales They Tell							
5-1	The World I Know		6-1	Runaway Home		8-1	Panoramas				
5-1	Silver Web		6-1	These Are The Tales They Tell		8-1	More Panoramas				
5-1	Gaining New Heights		6-1	Treasure Gold		8-1	Windows on the World				
5-1	Wishes		6-1	High Trails							
5-1	[illegible] Summer		6-1	Widening Trails							
5-1	Engine Whistles										

Directions: Circle book read using color code: 1965, green; 1966, blue; 1967, red; 1968, green; 1969, blue; 1970, red
Date when book is completed, i.e., (5-63) in column.
Use spaces for books not listed.

Lev. = Grade Level

D/C = Date Completed

LIBRARY READING RECORD


About Family
E-F
Sport Stories
E-F
Animal Stories
E-F
Adventure Mystery
E-F
Misc.
Fiction
Misc. Books
E
Grades
Grades
U.S. History
970-979
General Works
00-099
History & Travel
922-979
Philosophy
100-199
THE
READING
CIRCLE
FICTION-EASY
NON-FICTION
Biography
910-921
Religion
200-299
Geography
900-919
Social Sciences
300-397
Literature
800-899
Fairy Tales
398-399
Fine Arts
700-799
Language
400-499
Useful Arts
600-699
Science
500-599

DIRECTIONS: A record of library books read during each year should be kept for each pupil. The books read should be classified according to the readingcircle categories listed and the totals for the year entered in each section of the appropriate numbered circle. This information will illustrate the extent and diversity of the pupils' independent reading interests.

ELEMENTARY REMEDIAL READING MATERIALS

These materials are on display in each building for examination and requisition by teachers. Materials will continue to be located in the District Instructional Materials Center.

Grade Four

Level	Title
Pre Primer	Fun With Us Fun-To-Do Workbook/Pre-Primers-TE Readiness Book/4 Pre-Primers-TE Three of Us Play With Us Ride With Us
Primer	Many Surprises Fun-To-Do Workbook/Many Surprises-TE Many Surprises-TE
1st Reader	Happy Times Fun-To-Do Workbook/Happy Times-TE Happy Times-TE
2^1	Down Our Way Fun-To-Do Workbook/Down Our Way-TE Down Our Way-TE
2^2	Just For Fun Fun-To-Do Workbook/Just For Fun-TE Just For Fun-TE
3^1	Stories From Everywhere Fun-To-Do Workbook/Stories From Everywhere-TE Stories From Everywhere-TE
3^2	Once Upon A Storytime Fun-To-Do Workbook/Once Upon A Storytime-TE Once Upon A Storytime-TE

Grade Five

2	Squanto And The Pilgrims Friday, The Arapaho Indian
3	Chief Black Hawk Pilot Jack Knight
4	Kit Carson Cowboys and Cattle Trails

ELEMENTARY REMEDIAL READING MATERIALS Continued

Grade Six

Level	Title
3	Surprise Island The Six Robbens The Flying Trunk The Boxcar Children Hidden Silver
4-6	Robinson Crusoe Eight Treasured Stories Around The World In Eighty Days The Years Between David Copperfield Moby Dick When Washington Danced Tom Sawyer Treasure Island Six Great Stories Lorna Doone Huckleberry Finn Last Of The Mohicans

Other Specialized Materials Available at IMC:

Reading Machine and Filmstrip
EDL Kits - Level C D E F
Program Reading Material - Webster
Dolch Cards
SRA Reading Kits (word study)
SRA Reading Kits

Materials for Reading Emphasis Rooms

The following materials are identified and reserved at IMC for use only in Elementary Reading Emphasis Rooms:

Houghton Mifflin Basic Reading Material:

Levels	Title
Readiness	Getting Ready to Read-Workbook Getting Ready to Read-TE
Pre Primer I	Tip Tip-TE
Pre Primer II	Tip and Mitten Tip and Mitten-TE

ELEMENTARY REMEDIAL READING MATERIALS Continued

Pre Primer III	The Big Show
	The Big Show-TE
	Workbook for Pre Primer
	Workbook for Pre Primer-TE
Primer	Jack and Janet
	Jack and Janet-TE
	Jack and Janet Workbook
	Jack and Janet Workbook-TE
1st Reader	Up And Away
	Up And Away-TE
	Up And Away Workbook
	Up And Away Workbook-TE
2^1	Come Along
	Come Along-TE
	Come Along Workbook
	Come Along Workbook-TE
2^2	On We Go
	On We Go-TE
	On We Go Workbook
	On We Go Workbook-TE
3^1	Looking Ahead
	Looking Ahead-TE
	Looking Ahead Workbook
	Looking Ahead Workbook-TE
3^2	Climbing Higher
	Climbing Higher-TE
	Climbing Higher Workbook
	Climbing Higher Workbook-TE
4	High Roads
	High Roads-TE
	High Roads Workbook
	High Roads Workbook-TE

McGraw Hill Practice Readers:

2	Book A
3	Book B
4	Book C
5	Book D

JUNIOR HIGH DEVELOPMENTAL AND SUPPLEMENTARY READING MATERIALS

READING LEVEL	TITLE	PUBLISHER	DATE
3	Meeting New Friends, Classmate	Lyons, Carnhan	1956
	Fun To Do, Meeting New Friends (cl)		1956
	Teen Age Tales A	Heath	1959
	Eye And Ear Fun IV	Webster	1946
	Uncle Funny Bunny	Charles E Merrill	1961
	Read-Study-Think 3	My Weekly Reader	1966
4	*Open Highways	Scott, Foresman	1966
	*Wide Horizons	Scott, Foresman	1966
	New Landmarks	Charles E Merrill	1966
	Meeting New Friends	Lyons, Carnhan	1956
	Fun To Do, Meeting New Friends		1956
	Teen Age Tales Book B	Heath	1959
	Reading for Meaning 4	Lippincott	1955
	Read-Study-Think 4	My Weekly Reader	1966
	Uncle Ben	Charles E Merrill	1961
	Eye And Ear Fun IV	Webster	1946
	Be A Better Reader A	Prentice Hall	1966
5	*Open Highways	Scott, Foresman	1966
	*Wide Horizons	Scott, Foresman	1966
	New Landmarks	Charles E Merrill	1966
	Stories to Remember, Classmate	Lyons, Carnhan	1956
	Fun To Do, Stories To Remember (cl)		
	Read-Study-Think 5	My Weekly Reader	1966
	Tom Trott	Charles E Merrill	1961
	Be A Better Reader B	Prentice Hall	1966
	Reading for Meaning 5	Lippincott	1955
	Teen Age Tales Book 1	Heath	1956
6	*Open Highways 6	Scott, Foresman	1966
	*Wide Horizons 6		
	Far Horizons	Charles E Merrill	1966
	Stories To Remember	Lyons, Carnhan	1956
	Fun To Do, Stories To Remember		
	Spelling Magic II	Webster	1951
	Reading for Meaning 6	Lippincott	1955
	Read-Study-Think 6	My Weekly Reader	1966
	Pat The Pilot	Charles E Merrill	1961
	Be A Better Reader C	Prentice Hall	1966

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* Scott, Foresman and Ginn Series
Adopted in May 1967

JUNIOR HIGH DEVELOPMENTAL AND SUPPLEMENTARY READING MATERIALS Continued

READING LEVEL	TITLE	PUBLISHER	DATE
7	*Discovery Through Reading	Ginn	1963
	Adventures For Readers I	Harcourt, Brace	1958
	Paths and Pathfinders	Scott, Foresman	1951
	Advanced Skills in Reading I	Macmillan	1962
	Modern Reading Book I	Charles E Merrill	1966
	Reading for Meaning 7	Lippincott	1955
	Be A Better Reader I	Prentice Hall	1958
	Help Yourself to Improve Your Reading Part I	Readers Digest	
	Your Reading Guide I		1955
	Think And Do I	Scott, Foresman	1947
	Spelling Magic II	Webster	1951
	Basic Skills for Junior High	Scott, Foresman	1957
	Word Clues G	EDL	1961
8	*Exploration Through Reading	Ginn	1964
	Adventures For Readers II	Harcourt, Brace	1958
	Advanced Skills in Reading II	Macmillan	1962
	Wonders and Workers	Scott, Foresman	1951
	Help Yourself to Improve Your Reading Part II	Readers Digest	
	Modern Reading Book II	Charles E Merrill	1966
	Be A Better Reader Book II	Prentice Hall	1958
	Reading for Meaning 8	Lippincott	1955
	Your Reading Guide II		1956
	Think and Do II	Scott, Foresman	1947
	Designs for Good Reading I		1962
	How to Study, Botel	SRA	1956
	Spelling Magic II	Webster	1951
	Basic Reading Skills for Junior High School	Scott, Foresman	1957
	Words	SRA	
	Word Clues H	EDL	1961
Above 8	Reading for Meaning 9-12	Lippincott	1955
	Be A Better Reader III-VI	Prentice Hall	1960
	Reading Reasoning	Columbia Press	1964
	Word Clues I, J	EDL	1961

JUNIOR HIGH REMEDIAL READING MATERIALS

TITLE	PUBLISHER	DATE
(Remedial Readers)		
Teen Age Tales	Heath	1959
Wildlife Adventure	Harr Wagner	1964
Deep Sea Adventures	Harr Wagner	1959
The Reading-Motivated Series	Harr Wagner	1959
Jim Forest Readers	Harr Wagner	1959
The Checkered-Flag Series	Harr Wagner	1966
The Morgan Bay Mystery Series	Harr Wagner	1962
Interesting Reading Series	Follett	1961
Outdoor Adventure Series	Benefic	1959
Curriculum Motivation Series	Lyons Carnahan	1965
Spectrum of Books	Macmillan	1964
(Textbook-Workbooks)		
Practice Readers	Webster	1962
Conquests of Reading	Webster	1962
McCall-Crabbs Lessons	Columbia University	1961
Spectrum of Skills	Macmillan	1964
Phonics We Use	Lyons Carnahan	1957
New Phonics Skill texts	Merrill	1961
Sullivan Programmed Reading	Webster	1965
Specific Skills Series	Barnell Loft	1964
Royal Road Readers	Educators	1954
Building Reading Skills	McCormick-Mathers	1965
Readers Digest Skill Builders	Readers Digest	1960
Eye And Ear Fun IV	Webster	1946
Turner-Livingston Reading Series		1962
Turner-Livingston Communication Series		1965

Instructional Aids

Games
Dolch Sight Words
    Sight Phrase Cards
    The Syllable Game
    Consonant Cards
    Vowel Cards
    Take
    Vowel Lotto
    Consonant Lotto
    Group Word Teaching Game
    Group Sounding Game
Kenworthy Prefixes
Kenworthy Word Suffixes

JUNIOR HIGH REMEDIAL READING MATERIALS Continued

Word Wheels - Webster
Webster Classroom Reading Clinic
Building Reading Power Kit - Merrill
Gates-Pearson Remedial Reading Kit (reading exercises)
Reading Rateometer - Audio-Visual Research
Eye Span Trainer with #1, 2, & 3 set of slides - A V Research

Evaluation Materials

Gray Oral
Botel Reading Inventory
Durrell Diagnostic
Nelson Silent Reading
Stanford Diagnostic, Levels I & II
Spache - Diagnostic

SENIOR HIGH DEVELOPMENTAL, SUPPLEMENTARY AND REMEDIAL READING MATERIALS

Reading Level	Title	Publisher	Date
(Textbook)			
5-6.9	Better Reading Book 1	SRA	1962
7-8.9	Better Reading Book 2	SRA	1962
9-10.9	Better Reading Book 3	SRA	1962
Sr HS	How To Become A Better Reader	SRA	1962
Jr HS	You Can Read Better	SRA	1961
Jr HS	Streamline Your Reading	SRA	1961
Sr HS, Col	Efficient Reading	Heath	1962
Sr HS	Skimming and Scanning Texts	EDL	1962
7-11	EDL Word Clues Series G-K	EDL	1961
(Kits)			
Jr HS	SRA Reading Kit Lab IIIa	SRA	1964
Jr HS	SRA Reading Kit Lab IIIb	SRA	1963
Jr HS	Spelling and Word Power Lab IIIa	SRA	1964
Sr HS	Reading for Understanding	SRA	1958
(Workbooks)			
Sr HS	EDL Reading Series	EDL	1964
Sr HS	Skimming and Scanning Wkbk	EDL	1962
Jr HS	SRA Spelling and Word Power Workbook	SRA	1964
Jr,Sr,Col	Tachomatic 500 Series	Psychotechnics (recent adoption)	1965

SUGGESTIONS FOR EVALUATION OF THE READING PROGRAM

Our system of education recognizes the fact that all pupils are different and will play different roles in society. Therefore, although our society determines the general objectives of education, specific objectives are influenced by the capabilities of the individual pupil. A sound choice of objectives depends upon sound information about the pupil's abilities, interests, attitudes, and character.

Within the individual classroom each teacher utilizes formal and informal measurement and evaluation to obtain this information. The daily activities or class discussions provide opportunities for the pupil to recognize his own capabilities and/or weaknesses within the reading process. It is important for his growth in reading that he attempts to further develop his capabilities and that he tries to minimize his weaknesses in a positive way.

Evaluation of teaching methods provides an opportunity for the teacher to modify and to adjust his methods to meet the needs of the pupil. This procedures might include both self evaluation and evaluation by the building principal.

The following pages describe various techniques which may be used to measure and evaluate the attainment of reading objects by 1) pupil achievement and 2) teacher performance. Suggestions for evaluating a good reader and a description of the reporting procedures are also provided.

I. PUPIL ACHIEVEMENT

A. STANDARDIZED ACHIEVEMENT TESTS

The primary function of standardized achievement tests is to measure the attainment of broad and specific objectives which will aid the teacher to plan a more effective program to meet the needs of the students. The unique characteristic of a standardized test is that its scores reflect a broad norm group which has established a reliability and validity measure.

ELEMENTARY

Macmillan Readiness - grades one - six
Macmillan Achievement - grades one - six
Metropolitan Reading Readiness - Kindergarten - grade one
Gates Reading Achievement - grade two
Iowa Test of Basic Skills - grades three - six

SECONDARY

Gates-Mac-Ginitie - Grade seven
Iowa Test of Basic Skills - Grades seven - eight
Iowa Tests of Educational Development - Grade nine
Triggs Reading Survey - Grade ten
Minnesota Scholastic Achievement - Grade eleven

B. INFORMAL TESTS

Designing valid tests is a skill. It is imperative for effective diagnosis and achievement measurement that the test includes an adequate sampling of the basic reading skills, i.e., word recognition, comprehension, study and wide use of reading. The function of informal tests is to evaluate specific learning within a given area. Because the results are usually not a reflection of large group achievement, the use of them is limited as compared to standardized tests. In spite of this, they have much to offer the teacher for specific use in a specific situation.

ELEMENTARY

Macmillan Vocabulary and Skill Tests for grades 1, 2, and 3 are incorporated in the teacher's guides and provided on duplicating materials.

Teacher Made Tests - cover such areas as pupil use of specific skills, awareness of the need for flexibility in speeds, the use of multiple resources and the display of interest and enjoyment. In Appendix A are samples of informal test activities which illustrate some of the above areas.

SECONDARY

Scott-Foresman Tests

Ginn Tests

Teacher Made Tests

C. INTEREST INVENTORY

An interest inventory is given to each seventh grader at the outset of the developmental reading course to help the teacher in becoming more acquainted with the students. The Reading Centers also provide various interest inventories. Reading interest inventories are provided by the reading teacher in the reading centers in the junior and senior high schools.

SUGGESTIONS FOR EVALUATION OF THE READING PROGRAM Continued

D. PUPIL OBSERVATIONS

Anecdotal Record

The teacher may evaluate pupil growth by observing the contributions he made in class discussions and activities and in other behavioral responses. The teacher should keep an anecdotal record of this behavior.

Ratio Scale

After observing student progress, the following ratio scale might be completed by the teacher and submitted to the principal for discussion and consultation:

RATING SCALE

Circle the correct number

Highest-Lowest

5 4 3 2 1 Has the pupil developed a positive attitude toward reading?

5 4 3 2 1 Does the pupil display growing interest in widely diversified areas?

5 4 3 2 1 Is the pupil becoming more selective in taste, discrimination, and judgment?

5 4 3 2 1 Does the pupil evidence a desire to extend his reading to the library?

5 4 3 2 1 Has the pupil developed a sense of personal responsibility and self-pride?

5 4 3 2 1 Has the pupil indicated that he is engaged in activities out of school that have resulted from reading?

5 4 3 2 1 Is the pupil utilizing reference materials for research topics of interest?

5 4 3 2 1 Has the pupil given evidence of creative productivity resulting from reading, such as painting, drawing, puppetry, drama, experiments, and home-made projects?

5 4 3 2 1 Has the pupil grown in his ability to utilize oral and written reports effectively?

5 4 3 2 1 Is the pupil evidencing a growing vocabulary in discussion and writing?

II. TEACHER PERFORMANCE

A. Self-Evaluation

Self-evaluation of effectiveness of instruction can focus on not only pupil performance, but also on teacher behavior. Such things as organization, planning, human relationships, attention to detail and other areas all have merit for each teacher in attempting to examine his program of instruction. A copy of "A Reading Practice Guide" and "A Reading Inventory" are examples of instruments that teachers might use, which are located in Appendix B and C.

B. Supervisory Assistance

Supervisory assistance of the building principal through building inservice activities, classroom visits and observations, and consultations all contribute much toward the teacher's development of the insight and perspective needed for good instruction.

C. In-Service Activities

District In-Service Courses, grade level meetings and workshops attempt to identify and introduce materials, techniques and activities which a teacher may use to evaluate her instruction. These meetings provide opportunities for the teacher to share and to gain ideas for instruction. Classroom demonstrations by coordinators and consultants and consultations with them may be utilized by a teacher in his examination of his program of instruction.

III. SUGGESTED CRITERIA FOR EVALUATING A GOOD READER

A GOOD READER:

-is active, not passive and is thinking all the time.

-is flexible and varies his technique to fit his purpose.

-is constantly improving his reading rate and varies it depending upon what he is reading.

-is interested in words and has a good knowledge of them.

-uses good study methods in studying and reading.

-has standards of appreciation and recognizes the difference between good and poor material.

-knows how to locate reading materials and uses them properly.

-comprehends well and recognizes that some aspects of reading are habitual. Powers of concentration and comprehension can be improved through exercise.

-realizes that reading is a continuous growth process and that he must continue to grow towards maturity.

-remembers what he reads.

-reads many kinds of books and is interested in many subjects.

-enjoys the act of reading as well as the results of reading.

-reads critically and creatively and applies what he needs to his own life.

IV. PROGRAM REPORTS TO PARENTS

ELEMENTARY - Fall and Spring conferences are held with the parents to communicate the child's progress. A summary report is sent home at the end of the year and a copy of it is included in the PRF.

SECONDARY -

Junior High

Grades in the reading courses are based on the student's ability and performance within his capability. These grades are reported to the student, parents and administration.

Senior High

Students are not given letter grades in reading. Students who participate in the modular courses are given a grade of satisfactory or unsatisfactory following the completion of the course. This grade is reported to the student, parent, and the administration.

Remedial Reading in Secondary

Students who take part in remedial or individualized reading courses are given progress reports while in the Reading Center and their regular classrooom teachers are given periodic reports on those students who are taking part in the Reading Center.

ELEMENTARY SCHOOL READING PROGRAM

The instructional program in developmental reading can be (1) the instruction that is necessary for the development of the skills and abilities for functional reading and (2) skills and abilities necessary to use effectively the tools of reading to solve the many types of problems and projects likely to be encountered both in school and out. The skills developed during the primary program are strengthened and through their extension and refinement the necessary subtleties are introduced in the intermediate grades.

Suggested considerations that teachers may use to better analyze the appropriate pacing of the reading program are:

1. Listening: At this level the child is bringing in outside experiences to help him understand what is being read to him. This level generally presents more difficult vocabulary and concepts.

2. Instructional: At this level the child should miss no more than one out of every twenty running words and should comprehend seventy-five per cent of what he reads. For greatest growth in reading it is important that a child be instructed at this level.

3. Independent: When reading at this level, the child should miss no more than one out of every one-hundred words and should comprehend at least ninety-five per cent of what he reads. This is an appropriate level for supplementary reading instruction and library reading.

4. Frustration: At this level the child knows only one out of every four running words and comprehends only half of what he reads. Children instructed at this level tend to become serious reading cases.

GROUPING AND INSTRUCTION

Flexible grouping within the classroom facilitates good instruction and must be realistically reconciled to the practicalities of classroom management. The range of abilities within a classroom would indicate the necessary number of groups; functionally three groups in most classrooms. In addition to the class needs, the teacher's experience, confidence, and organizational skill must be considered.

Reasons for grouping are:

-A smaller group lends itself to more accurate individual diagnosis and instruction.

-Opportunity is presented for the children to acquire independent work habits and self reliance.

-Pupil placement at a challenging "learning to read" level provides opportunity for the student to achieve his optimum in reading (and reduces frustration level).

A suggested guideline for the consideration of approximate group proportions is as follows:

-25% in the superior group
-50% in the average group
-25% in the immature group

Steps in Grouping

The establishing of groups requires certain steps. The following outline was developed by the Reading Curriculum Committee and includes the techniques and procedures for the assessment of the child's "instructional level" of reading.

1. Evaluation by the Teacher
   a. In Reviewing Past Performance Through Records
      1) Evaluation of previous teacher's report in Permanent Record Folder.
      2) Read Reading profile sheet
      3) Noting previous group placement in workbook
      4) Study library reading circle
   b. Through Observation In The Review Period
      1) Oral reading activities
      2) Silent reading activities
      3) Word recognition activities
      4) Vocabulary activities
      5) Observing pupil's attitude
2. Collection of Test Data
   a. Potential ability (IQ)
   b. Readiness
      1) Metropolitan Reading Readiness, Grade 1
      2) Macmillan Readiness, Grades 1-6
   c. Achievement
      1) Gates Primary Reading Achievement, Grade 2
      2) Iowa Basic Skills (Grade 3-6)
      3) Macmillan Achievement (Grades 1-6)
   d. Macmillan Informal Tests
      1) Skills tests
      2) Vocabulary tests

Considerations for Grouping

Initially, grouping is done in the beginning of the school year. This demands a program to check and review abilities that procede actual grouping. It requires the development of tentative groups after approximately 2-3 weeks, and finally the establishment of quasi-permanent groups after basic testing program results can confirm preliminary placement.

Flexibility is essential for good grouping. This suggests the reorganization of groups at beginning of school year because the class structure changes from year to year. Frequently good readers improve during the summer whereas immature readers tend to forget much of their previous reading instruction. Constant evaluation of individuals is needed. This constant state of flexibility means frequent analyzing of progress for possible change of individual achievement.

Organizing Lessons

Effective instruction demands organization. The instructional units in the Macmillan Teacher's Manual are organized by the following steps:

1. Preparation

    a. Building background
    b. Presenting vocabulary
    c. Independent Preparatory Work
    d. Dictionary practice

2. Reading

    a. Independent silent reading
    b. Guided oral reading

3. Follow-up

    a. Independent Activities
        1) Workbook - follow-up pages
        2) Practice exercises
    b. Teacher-Directed Activities
    c. Provision for Individual Differences
    d. Related Activities

Use of the Workbook

The workbook (1) promotes reading skills, (2) provides for the reinforcement of previously taught skills and (3) offers a tool for teacher evaluation. Suggestions for the correct use of the workbook are:

1. Preparatory pages in the Macmillan workbooks should be used for the purpose of developing readiness.

2. The new skills to be practiced should be taught before practice is assigned in the workbook.

3. The workbook must be comfortable for the child in order for him to benefit from the practice.

4. The corrections might be made by the child under the teacher's supervision.

5. The teacher evaluates performance by observing the performance of the individual or the group in the workbook. Thus the teachers assess the effectiveness of the teaching.

6. If it is evident the skill has not been acquired, the teacher should reteach the skill before the child corrects his errors. This may be done in a small group situation.

7. The teacher checks the child's recorrections and notes the checking with written evaluation or comments in workbooks. These vary with each child; no percentage or letter grades are used but the number of correct or incorrect answers are noted.

8. The teacher comments should be made as to quality of work and should be positive and motivational in nature.

9. The teacher should attempt to evaluate workbooks frequently.

Use of Teacher's Guide

Teachers are urged to refer to the guidebooks of the developmental reading series for detailed presentations of the content to be covered with each lesson in each textbook. The teacher's guidebook lists the materials available, vocabulary and objectives on the introductory page for each lesson. Symbols and comments are used throughout the guide to assist the teacher in her instruction of the lesson. Many activities, independent and teacher-directed, are provided for individual differences. Practice exercises, vocabulary tests and skills tests are included for the teacher's guide for follow-up activities. The use of specific accessory material for each lesson is also indicated in the manual. Teachers should choose the suggestions that fit the needs of their own classes.

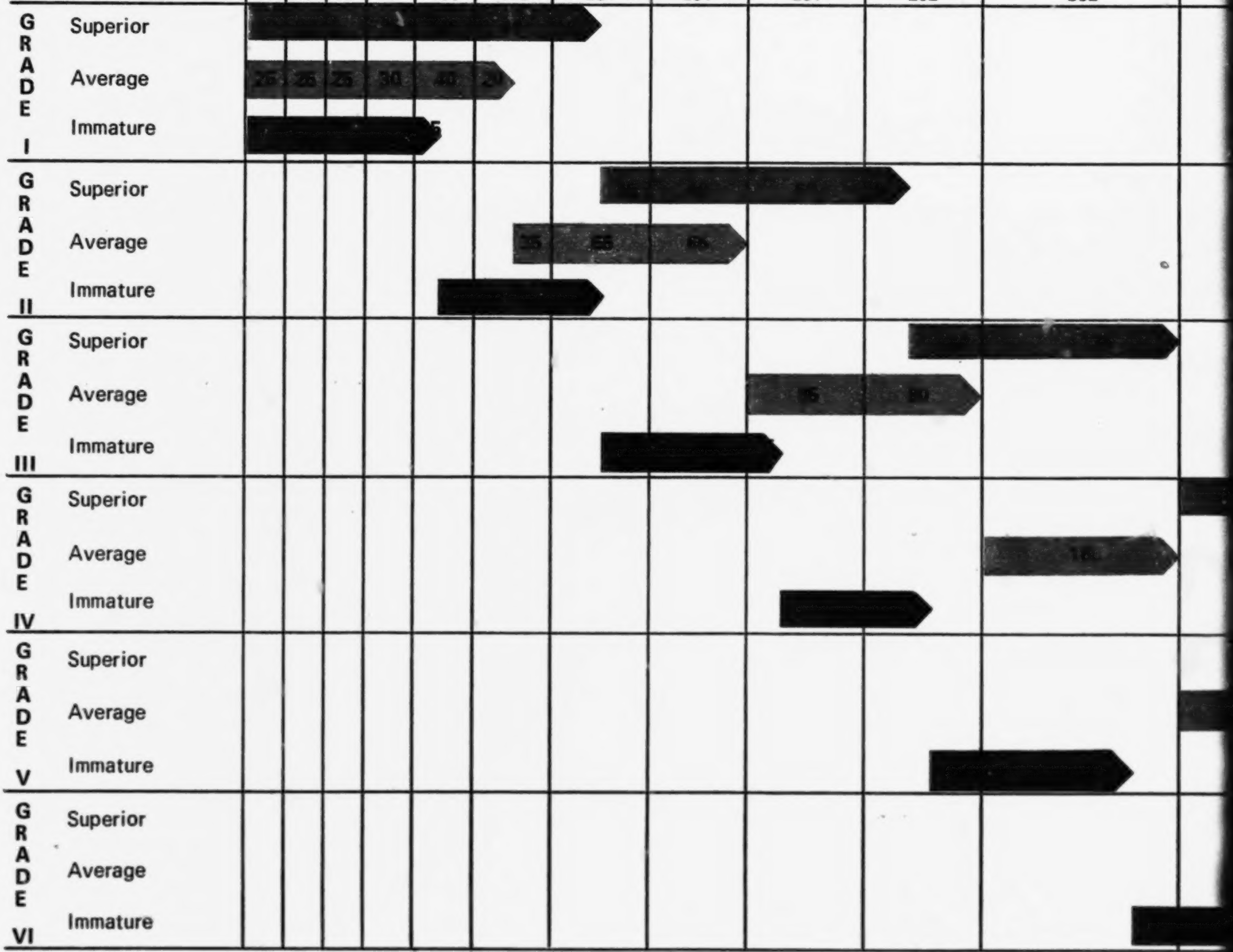
Developing A Pace

On the following pages is a chart developed to illustrate the proposed diversity in the rates of progress and the sequence materials used to develop a differentiated program for the superior, average, and immature reading groups in the typical classroom.

2

SUGGESTED DEVELOPMENTAL READING PROG

TITLE	We Be-gin	Open-ing Book	A Mag-ic Box	Things You See	Worlds of Wonder	Lands of Pleasure	Enchanted Gates	Shining Bridges	Better Than Gold	More Than Words	The Magic Word
READING LEVEL	RR	PP1	PP2	PP3	P	One	Two	Two 2	Three	Three 2	Four
THEMES		9	9	13	9	9	20	23	23	21	52
NUMBER OF PAGES	32	45	45	61	190	222	251	251	281	282	382

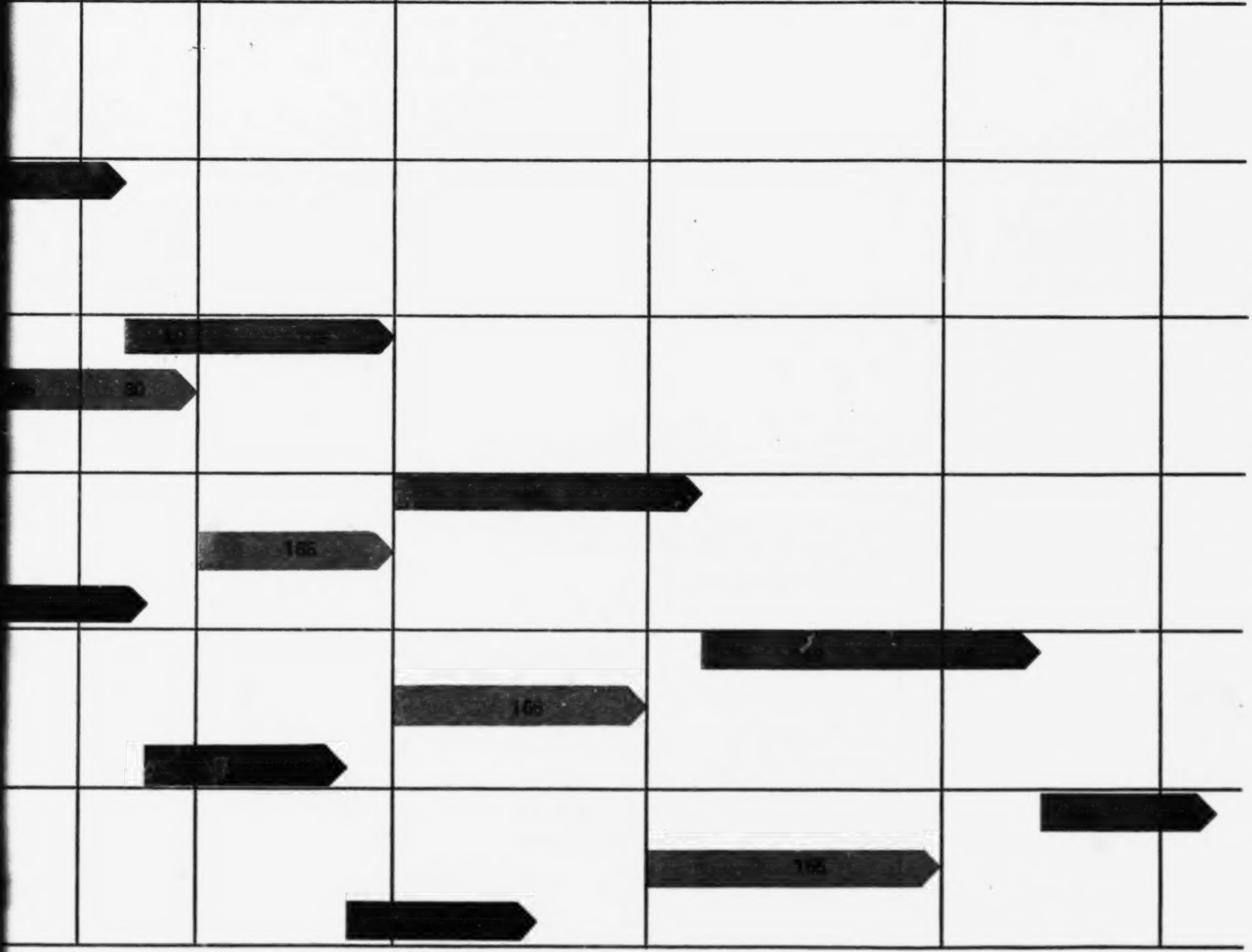


NOTES:
(1) Teachers are urged to use this chart for estimating time allocations in long range planning for group instruction. Modifications
(2) Groups should be paced according to ability range and individual differences.
(3) Ten days of review should be used when reading instruction begins in the fall. Each year, therefore, is 10 days of review & 16
(4) Groups are paced slowly in grade 1 with acceleration for superior group and increased pace for average group in grades 2 and 3
(5) By the end of grade 2 average groups are working at grade level.

* Limited space does not permit correct proportions for text columns. Numbers in arrows indicate number of days.

VELOPMENTAL READING PROGRAM PACING CHART*

r Than Gold	More Than Words	The Magic Word	Bold Journeys	Into New Worlds		
hree	Three 2	Four	Five	Six	Seven	Eight
23	21	52	44	45		
281	282	382	507	507		



nge planning for group instruction. Modifications from this schedule based upon classroom distribution are expected.

. Each year, therefore, is 10 days of review & 165 days = 175 days.
ncreased pace for average group in grades 2 and 3.

ows indicate number of days.

ACTIVITIES TO DEVELOP READING SKILLS

PRIMARY GRADES

The following pages in the guide provide teachers with suggested activities to supplement the Macmillan teacher's manual for the development of the basic skills of reading as listed in the Scope and Sequence Chart on pages 20 to 30 in this guide. There are two sections: Primary Activities and Intermediate Activities. The activities are organized in the same categories as those listed in the Scope and Sequence Chart. Some categories have been omitted because of sufficient material listed for those skills in the teacher's manual.

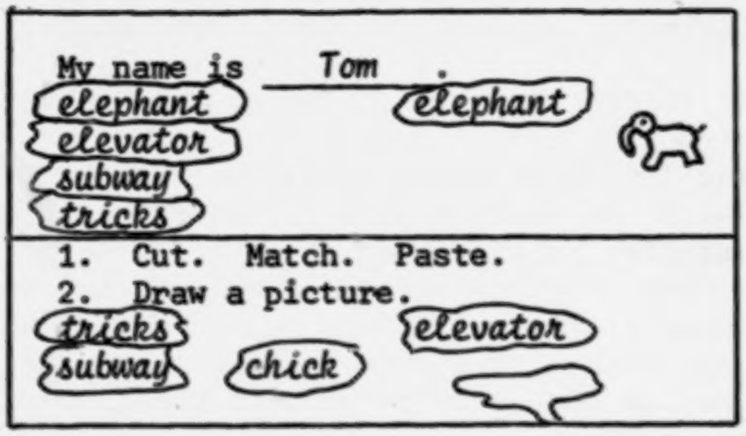
I. Word Recognition and Vocabulary

A. Structural Skills

1. *To visually discriminate and compare likenesses and differences by matching*

--Cut-Outs. This exercise is especially useful for slow learners. The child cuts the word from the lower part of the page and pastes it beside a matching word in the upper half. He may then illustrate the pictureable words. Since the directions are simple, they can be included in the exercise sheet for the pupil to read and follow.

To save time, ditto a number of forms and fill in the particular words as the pupil progresses. Be sure to include some jokers in the lower half of the page.



My name is Tom.

elephant elephant

elevator

subway

tricks

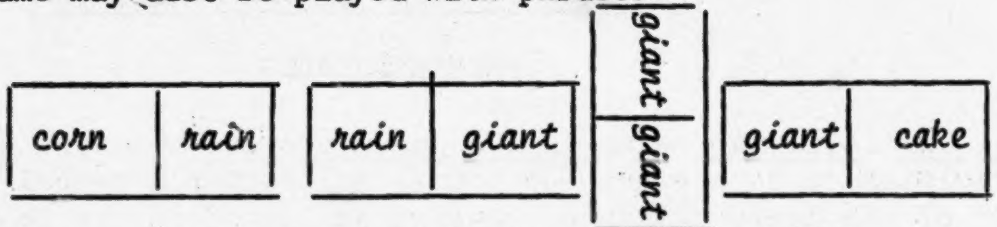
1. Cut. Match. Paste.
2. Draw a picture.

tricks elevator

subway chick

--Dominoes. Prepare a series of small rectangular cards in the shape of dominoes with words in the place of dots. Follow the rules of Dominoes.

This game may also be played with phrases.



2. *To identify a variety of sounds by describing and listening*

--Sensory impressions--sound. Walk through the school grounds, through a park, or in woods with the children. Ask them to listen for all kinds of nature sounds. Encourage each child to tell what he heard using descriptive words such as a scolding squirrel or the wind whistling.

Make a chart of Sounds We Hear Outdoors when you return to the classroom.

Words that describe Sounds	
bang	*splash*
tinkle	*squeak*
ring	*knock*
sing	
chatter	
crash	
scratch	

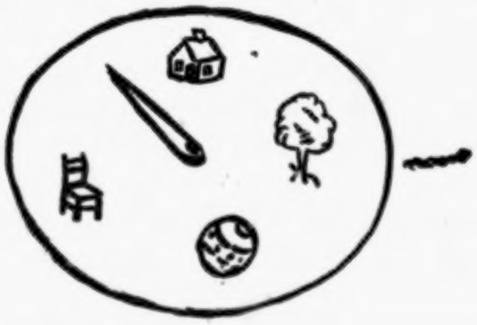
--Ear training. A child is selected to go somewhere in the room where he can't be seen. He imitates some sound of his choosing, such as a bee, a bell, or a cat. The other children try to guess what the sound is. The one who guesses correctly becomes the next sound maker.

3. *To recognize and match nouns with correct pictured objects.*

--Tag It. This exercise can be adapted to fit any subject with which the reading unit is concerned. The farm is used as an example. Either prepare a fairly large diorama of a farm with wooden, clay or cardboard animals and buildings, or paste a large picture of a farm on a piece of heavy cardboard. Prepare tags with a farm word on each tag. The player tries to place the tag correctly on or near the proper item in the diorama or picture.

--Use 1" strips of oak tag for this set of wood cards. Print a compound word on each card. Use words such as airplane, grandmother, flashlight, something, snowman, etc. Cut the words apart into their component parts. The child rearranges these slips to see how many big words he can make from the little words.

--Spin the Platter. Use a large oak-tag circle. Around the outer edge paste eight or ten pictures: apple, baby, bicycle, etc. Attach a large pointer to the center of the platter so that it spins easily. Print the several sets of corresponding word cards and give each player a set. Each player in turn spins the indicator and must find the word from his stack that describes the picture where the indicator stops.



--Bulletin Board. Tack large colorful pictures of an apple, a boat, a scooter, etc. on the bulletin board. Make word cards to correspond with these pictures. The pupil tacks the appropriate word under the picture. A large envelope tacked on the ledge below the bulletin board is convenient for storing the word cards. Be sure, too, that there is an available supply of tacks or pins nearby. For more advanced readers, sentence cards may be used.

--Treasure Hunt. Several players may play this game. Collect a supply of old magazines which the players may cut up. Prepare a set of pictureable statements, one statement to a card. Divide the players into two teams. To play, the cards are scattered face down on a desk or put in a large box. Each player draws four or five cards and then hunts through the magazines to find illustrations for the statements he has picked. If he finds none, he may draw a picture himself. When one member of a team finishes, he may help another member of his team. The team that illustrates all of its statements first wins.

4. *To identify by matching or underlining familiar words in a compound word.*

--Write the following sets of statements on the board. Call on pupils to underline the compound words and explain the relationship of the compound words in each set:

> The snowdrifts were taller than a man.
> He tightened the thongs on his snowshoes.
> The snowstorm came during the night.
>
> The Indians were on the warpath.
> There was heavy warfare in the backwoods.
> The Indians were not a warlike tribe.
>
> The laces for his snowshoes were made of deerhide.
> His jacket was made of deerskin.
>
> The newcomers did not understand the customs.
> The newborn calf was in the barn.

5. *To identify the number of syllables by counting*

shout	ed	2	touch	ed	1
stray	ed	1	rest	ed	2
head	ed	2	board	ed	2
rush	ed	1	land	ed	2
start	ed	2	play	ed	1
lift	ed	2	test	ed	2
act	ed	2	sign	ed	1
trail	ed	1	want	ed	2
hand	ed	2	sound	ed	2
dust	ed	2	crowd	ed	2

1. How many one-syllable words are there? 6
2. How many two-syllable words are there? 14
3. Look at the last letter of the root word in the two-syllable words. What is the last letter? d or t
4. When ed is added to words ending with d or t it makes another syllable.

6. *To divide words into syllables and identify the initial principles of syllabication*

--How Many Parts in Each Word?
Say the word pie.
How many parts do you hear?
Put the number on the line.

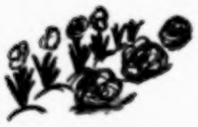
pie 1

Say the word order.
How many parts do you hear?
Put the number on the line.

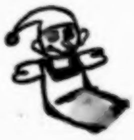
order 2

wild	1	merry	2	village	2
happy	2	eight	1	send	1
hurry	2	driver	2	sudden	2
aunt	1	carry	2	gate	1
empty	2	frighten	2	dust	1
key	1	band	1	baker	2
gold	1	follow	2	summer	2
bear	1	share	1	supper	2

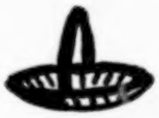
--How Does the First Syllable End?



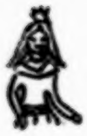
d r n



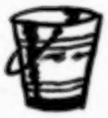
p t e



s k t



r n c



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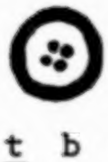
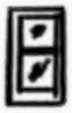


t b n



w n d

silly	s	l	y
under	n	d	r
middle	l	m	d
after	f	t	r
never	r	v	e
winter	t	r	n

whisper	p	s	r
wonder	n	d	o
sudden	s	d	n
simple	p	m	s
promise	p	s	m
problem	b	o	m

--Utilizing clues to syllabication of two-syllable words. This exercise is particularly appropriate for pupils who need practice in dividing two-syllable words and accounting for these divisions by applying known clues. Put on the chalkboard the words listed below. Call on a child to divide the first word into syllables. Have the pupil state the clue he used to determine that particular division. Use a similar procedure for each of the remaining words.

tunnel	(double consonant)
schoolhouse	(compound word)
brightly	(suffix)
leaning	(ending)
market	(two consonants)
unload	(prefix)
useful	(suffix)
noticed	(single consonant)
seven	(single consonant)
spindle	(le at end)

7. *To distinguish and use singular and plural forms of nouns*

--One or More Than One. Duplicate a list of nouns, some of which are singular and others plural. Include irregular plurals like men and children as well as plurals like drivers and pets. The child is to put a circle around the word that means "more than one" and a line under a word that means "only one". He may illustrate either the plural or singular form as directed.

--Structural Analysis. To develop an understanding of the change in meaning when "s" is added to the singular form of a noun, write on the chalkboard the following sentences:

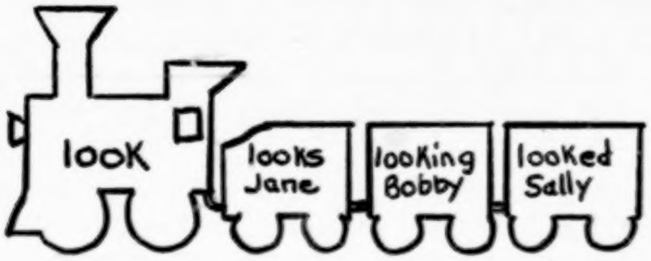
See the apple for Mother.
See the apples for Mother.

After the sentences have been read aloud, ask the children: "How many apples does the first sentence tell about?" Have a child read the second sentence. Ask, "How many apples does the second sentence tell about?" (More than one.) Give the word cards apple and apples to two children and ask each child to match the word on his card to the same word on the chalkboard and read the word.

Write the words apple and apples again on the chalkboard and have the children take part in making word blocks for them.

Place the word cards on the chalk ledge. Have a child read the sentence without the missing word and tell which word would sound better in the sentence, place the correct word card in the space, and read the complete sentence aloud.

8. *To pronounce and use correctly words which have been changed by adding a suffix, s, es, ing, er, or est.*



--Suffix. Make a word train. Draw a railroad engine on the chalkboard. Write a root word on it. Any child who can add an ending to the word to make a new word, may add a car to the train. On his car, write the word and his name.

--Which Ending? Duplicate a list of several sentences with the endings omitted from one or more verbs. The pupil supplies the proper ending. For example:

Betty is play____ with her doll.
Susan call___ to Tom.

climb   climbs   climbed   climbing
At home Pat ___________ trees.
Pat likes to __________ fences, too.
He ________ the fence to feed the pigs.
Pat was _________ the fence when the pig jumped at him.

--A Rabbit Story. Put the right ending on each word in the story.

A mother bunn_ _ _ lived in the countr_ _ _ with her
twent_ _ _ little bunn_ _ _. One day the mother bunn_ _ _
brought home a bag of cherr_ _ _ and cook_ _ _ from the
cit_ _ _. One of the little bunn_ _ _, Peter, hurr_ _ _
and ate his cook_ _ _ too quickly. He started to cr_ _ _.
He cr_ _ _ for a little while. Then his mother dr_ _ _
his eyes, carr_ _ _ him to bed, and began to read him a
stor_ _ _. She started to read him a second stor_ _ _.
After three stor_ _ _, she looked up; Peter was fast
asleep.

--What is the Correct Form? Prepare several sets of cards with different forms of one word such as want, wants, wanted, big, bigger, biggest, etc. Shuffle the cards and distribute four or five to each player. The teacher gives a sentence containing one form of a word from this selection. The child who has the corresponding card holds it up for all to see.

--Inflected words. Write the following words on the board: stop, cut, run, put, sit and bat. Help the children understand that each of these words ends with a consonant. Point our that each has a short vowel before the final consonant. Also note that each is a one-syllable word. Review the inflectional endings beginning with a vowel (ed, ing).

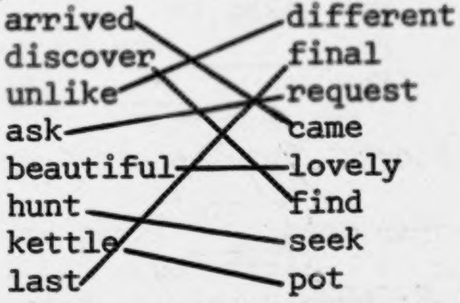
Now write the words stopping, cutting, running, putting, sitting, and batting. Ask, "Can you tell what I did to each word before adding ing?" Remind the children that often when a one syllable word ends in a consonant with a short vowel before the consonant, the final consonant is doubled before adding an ending which begins with a vowel. Give each child a copy of the following words and ask him to add the endings ed and ing to each word.

stop	stopped	stopping
bat		
top		
pot		

Write the words paint, painted, and painting on the board. Ask a child to draw a line under the root word in each inflected word.

9. *To identify and interpret synonyms correctly by matching and selecting.*

--Match the following words which have similar meanings:



--Read the first two words carefully. If they mean the same, write the letter S in the blank next to them. If they mean something different, write the letter D in the space.

S	ship--boat	D	empty--full
D	new--old	D	above--below
S	hunting--looking for	D	stay--leave
S	near--next to	S	dish--plate
D	lost--found	D	come--go
S	know--be sure of	S	hold--keep
S	round--like a ball	D	take--give

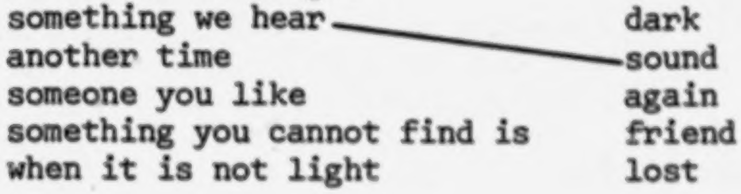
--Underline the synonym.

1. happy (gay, sad)
2. cold (chilly, hot)
3. big (huge, little)
4. pretty (beautiful, ugly)
5. near (close, far)

--Understanding Synonyms. List these words from the story and have the class members suggest other words which mean the same.

shrink (get smaller)
disappear (go away, be lost)
invite (ask)
twilight (early evening)
chuckled (laughed)
gained (added, got)
idea (plan, a way)
wonderful (very good, excellent)
afraid (scared, frightened)
evening (early part of the night, end of the day)

--Match the meanings:

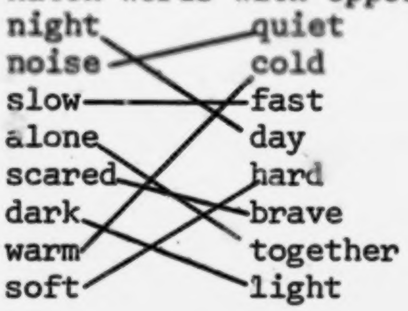


something we hear	dark
another time	sound
someone you like	again
something you cannot find is	friend
when it is not light	lost

--Story puzzles. Use unfamiliar words having the children get the meanings for these words and replace the word with one or two other words with the same meaning (synonym).

10. *To identify and interpret antonyms by matching and listing*

--Match words with opposite meanings.



night	quiet
noise	cold
slow	fast
alone	day
scared	hard
dark	brave
warm	together
soft	light

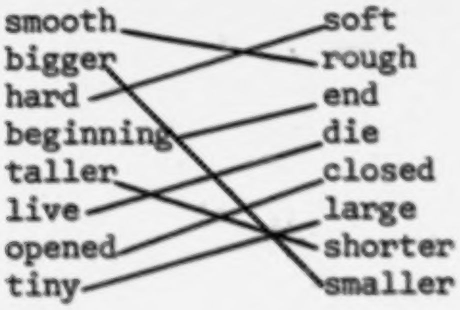
For further practice, have the children find other words which have opposite meanings.

--Poem: First and Last

Dwarfs are short,
Pines are tall,
Mountains are great,
Kittens are small,
Ponds are shallow,
Oceans are deep.

Daddy's awake
While I's asleep.
Skates are slow,
Planes are fast.
"A" comes first,
And "Z" comes last.
Ilo Orleans

--Write on the chalkboard the two columns of words below. Have the children match each word in the first column with the word in the second column which is opposite in meaning.



11. *To interpret the correct form of homonyms by identifying pairs*

--Which One? Print one homonym on a card. (A homonym is a word that sounds like another but has a different meaning and spelling, such as by, buy.) Distribute one or more of such cards to each player. Write some sentences on the blackboard with the homonym omitted. At first the various forms of the homonym may be written in parenthesis after each sentence:

Tom will ____________ a story about a cat. (know, no)

The child who has the proper card may stand, read the sentence aloud, and erase the improper form.

--Homonym Pear (pair) Tree. Paint a large tree. Let children cut out large pears from yellow construction paper. Each time a pupil finds homonyms, let him write the pair of words on a pear, for example, dear-deer, road-rode. Then let him hang the pear on the tree. From time to time review the homonyms with pupils by "picking pears." To pick a pear a child must say both words and use them correctly.

B. Sight Vocabulary

1. *To rapidly identify and relate sight vocabulary by responding correctly in word games*

--Playing Postman - Collect a set of 3" x 4" cards with words that need to be practiced. A large cereal box that has been covered gaily makes a good mailbox. Cut a slit 3" x 4" wide near the top of one side. Tie two such boxes together and label one "Mail Box" and the other "Dead Letters." The children in turn draw cards. If a child knows the word on his card, he may mail it, otherwise the card goes into the dead letter box. The child should strive to mail all his cards as "letters."

--Mailing A Letter - Prepare a mailbox by cutting along three edges of the side of a cardboard box or small carton so that it opens freely. In the center of this flap or door, make a slot through which cards 4 by 10 inches will readily slide. Make cards for the new words and for any others on which the teacher feels that the children need added practice. If some children confuse one of the new words with an old word, be sure to include a card for each old word. If tagboard is not available for making the cards, the backs of business-size envelopes may be used. Say to the children: "I am going to give you some letters to mail. If you can read the 'names' on the letters, you may drop them into the mailbox." Be sure each child shows his word to the group before he mails it. If a child notices an error, he may raise his hand and correct it. Then he may have the next turn to "mail a letter."

--I Spy - Place the following words on the board:

Tommy
store
neighbors

Jean
umbrella
wet

thank
postman
sister

bag
seen
dry

Say, "I spy the word *wet*." Select someone to go to the board and point to the word. "If he selects the correct word, he becomes "It" and says "I spy the word _______." The game continues in the same manner.

--I am Wishing - Label a shoe box with the words "Toy Chest." Assemble a set of cards with "toy words" on them, eg, *airplane, ball, bicycle, blocks, boat, Bunny, cards, engine, hammer, scooter*. Each player may have about three cards while the leader holds the toy box.

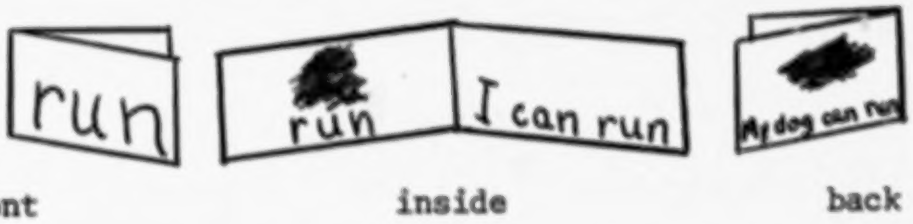
The leader calls for a toy by saying, "I am wishing for a *ball*." The player who has the corresponding word may say, "I can make your wish come true." He first reads his card aloud, then puts it away in the box. For variety the leader may use a riddle to call for the toy such as, "I am wishing for a toy that is round and can bounce."

--Peg It - A pegboard with three or four pegs, one for each player, may be used for this game. Prepare three or four sets of word cards and punch a hole in a corner of each card.

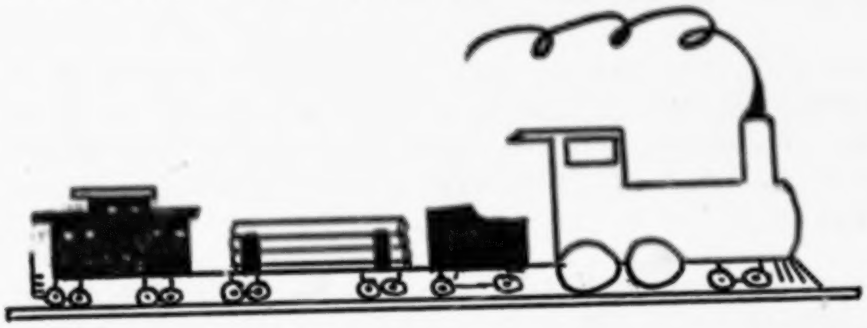
The dealer gives an equal number of cards to each player. In turn each player draws three cards from his own pile and reads them. Each card that he reads correctly may be hung on his peg; if read incorrectly, the card must be discarded. The player with the most cards on his peg wins.

2. *To identify new words by employing picture clues*

--Folding cards with pictures may be made for words such as run. Write the word on the outside cover of the card; on the inside draw a picture of a boy running, and under this picture write the word run. Opposite this write a sentence such as "I can run." On the back of the folded card draw a picture of a boy running, and under this picture write the word run. Opposite this write a sentence such as "I can run." On the back of the folded card draw a picture of a dog running and under the picture write a sentence such as "My dog can run." Whenever possible, children should be allowed to suggest the sentences used. If the one suggested by the child is too long, the teacher can help him shorten it.



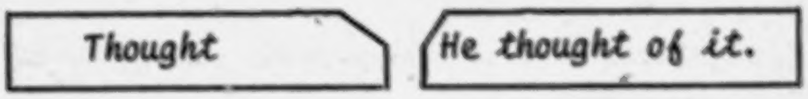
--Make a rough sketch on the chalkboard of a small freight train showing a steam locomotive, some flat cars, and a caboose similar to the picture below.



Say to the children: "What kind of train is this? What parts of the train do you know?" Label the parts as the children name them. "What do you know about the caboose?" Draw from the children if possible the following facts: (1) The caboose is the trainmen's car which is attached to a freight train. (2) The train workers ride in the caboose. (3) The caboose has seats for the trainmen and a ladder which leads to the little room at the top. This room has windows through which the trainmen can watch the long train. Here in the caboose the trainmen sleep and eat, get warm, keep tools and lanterns, and watch the track and signals.

3. *To correctly identify new words by employing contest clues*

--Children may help themselves to learn many sight words by using cards such as the following:



Front of card   Back of card

The word to be learned is written on the front of the card. On the back of the card the teacher writes a sentence using that word. When a child has a shall pack of these cards, he studies the words in the sentences and then turns the cards over and tries to say the words without the sentences.

--Write the sentences below on the board. Ask the children to read the first one to themselves. Tell them to raise their hand when they know the underlined word. Ask each child to come to you and whisper it when he knows it. After several have whispered the word, have someone read the sentence aloud. Then continue in the same manner with each of the other sentences.

It gets very cold in the winter.
In some places winter will last for a long time.
A squirrel has a big tail.
The squirrel swished his tail up and down.
The children saw a dog with a little bone.

--Word-Study Skills - To promote the understanding that it is important to check the recognition of words with the context place in the card holder cards for the words below and have the words read:

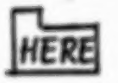
work   cake   this   help   go
want   can   the   here   get

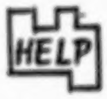
Say to the children: "When you are reading to yourself and come to a word that looks very much like another word, keep reading until you come to the end of the sentence and often you can tell what word makes sense. "I am going to read you a conversation between two boys. I want you to listen carefully because I am going to leave some words out. I will stop at the end of each sentence. Each time I stop, I will want someone to find a card for the word I left out and read it aloud.

"One day Billy went over to Jack's house and called, 'Come .... (here) Jack. I .... (want) you to go to the store with me. I have to buy a .... (cake) at the bakery' Jack said, 'I cannot go to the bakery now. I have .... (work) to do.' 'I will .... (help) you,' said Billy. 'Both of us can finish the .... (work) in a short time. Then we will .... (go) to the store for Mother.' 'Good idea,' said Jack. 'I am glad you are ....(here). You take that basket of leaves and I will carry ....(this) one. We will ....(get) the job done in no time at all.'"

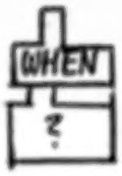
4. *To differentiate and identify words having similar configuration by comparing shape*

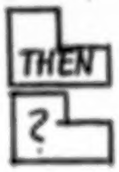
--Visual Discrimination - To help children who have difficulty perceiving the difference between the words *help* and *here*, write the words on the chalkboard. Then talk about the meaning of the word *here*. Have the children draw a block around the word as they say it orally. Have them do the same for the word *help*, discussing word meaning first, then blocking the word. Have the children compare the differences in the shape of the word blocks.





--Recognizing word forms - Write on a chalkboard words which children confuse. For example, *when*, *then*. Ask if these words look alike in any way. Let a child frame the like parts. Then block the words by drawing a box around each, as illustrated.





Emphasize the parts that are different. Tell pupils to close their eyes. Erase the letters but leave the forms. Have pupils open their eyes and tell which form fits *when* and which fits *then* and why. Give pupils opportunity to block the words. Use this technique with any troublesome words.

--Configuration - Use words which have distinguishing characteristics of shape, such as letter height or length. Write each word in manuscript on cardboard or heavy paper. Block out each word. One child holds up a blank card. The others try to guess the word from its shape. If a child guesses, he may hold the card for the rest of the game. If he does not guess correctly, he must compare the blank card with the manuscript card he guessed. Have him tell the differences.

5. *To construct and interpret contractions by matching*

--Recognizing Contractions - Write the following groups of words on the chalkboard. Direct the class to match each contraction with the words for which it stands. Before beginning the exercise, you may wish to let the children practice using the contracted and non-contracted forms orally in sentences. (First child: "*That's* my kitten." Second child: "*That is* my kitten.")

that's
he'll
it's
didn't
don't
let's

did not
it is
that is
let us
he will
do not

C. Phonetic Analysis

1. *To unlock and identify new words by correctly utilizing initial consonant sounds*

--Sentence Completion. To develop auditory preception of initial r, draw on the board a picture of a ring. Then say: "This is something to wear on your finger. Do you know what it is? (Ring) What shape is it? (Round) Then we can say it is a round ring. Listen while I say these words again: round, ring. What makes these words alike?" (They begin with the same sound.)

Help the children to use meaning clues to supply words beginning with the sound of r by listening to a story. Say: "I am going to tell you a story. Every time I stop, see if you can think of a word to put in that starts like red and makes sense in the story!

> "Once there was a little bird with a red breast. He was a _____ (robin). He was flying along when he saw a little animal friend with long, pointed ears. His friend was a _____ (rabbit). Robin said, 'Why do you _____ (run) so fast?' Rabbit said, 'It looks cloudy, and I know it's going to _____ (rain).' Robin said, 'Let's see who can go the faster. Let's run a _____ (race). I will fly and you can _____ (run). Ready! Go! Away flew _____ (Robin), away ran _____ (rabbit). Soon Robin felt a drop of water. It had started to _____ (rain). Robin and Rabbit reached Rabbit's house at the same time. Robin laughed, 'No one could win that _____ (race) except maybe the _____ (rain).'"

--Solving Riddles. To develop auditory awareness of the sound of the initial t call attention to the similarity of the beginning sounds of turtle and toys. Ask the children to suggest other words which begin with the same sound as turtle and toys (table, tomato, turkey, telephone, top, tent, tiger). It may be necessary to give leads to the words by saying riddles or by otherwise defining the objects.

Such riddles as the following may be used to suggest words beginning with the sound of t:

People like to watch it.
Pictures come on the screen.
Music comes out of it.
Sometimes it shows movies.
It is _________(television).

It is a good idea to personalize riddles and definitions whenever possible. For example, if a child in the group has a top, say:

"I am thinking of a toy.
It goes round and round.
George has one.
What is it?" (top)

After the t words have been given, have them repeated by the children until the similarity of the beginning sound is fully perceived. (Tom, toys, turtle, tent, tiger, table, tomato, turkey.)

--Playing letter detective. Give each pupil a card on which you have printed a consonant. Read a list of words. As you pronounce each word, the pupil who holds the card with the beginning consonant holds the card up. Then he must say the letter name and pronounce the word if he can. The game may be played with final sounds also.

--Identifying the initial or final position of a specific blend by the following exercises:

Have the children repeat the following words after you and enunciate the initial sounds clearly.

shine
shepherd
shatter
shed
shell
shack
shadow
shy
shoe
shirt
sharpen
shake

--For auditory discrimination, have the children tell which words begin with sh in the following list:

share
dish
wash
send
shift
cake
shabby
chop
soup
choose
salt
shot
shoes
fish
ashes
shoot
push
cash

Have the children tell when they hear the final sh in those words.

--Make two columns on the board. sh_____ _____sh. Dictate words and call on the children to write the words, putting them under either the beginning sound or the final sound, whichever is correct. The following words can be used in random order:

ship
shine
cash
hush
shin
shade
shaft
shock
dish
plush
splash
trash

2. *To construct new words by blending the initial consonant or blend of one word with the rhyming part of another word.*

a. By supplying the rhyming word!

--Let's say some jingles. I'll say the lines and give you some clues, and you fill in the rhyming word.

I am a color;
I rhyme with fellow.
I begin with y;
My name is _____(yellow)

I am for knitting;
I rhyme with barn.
I begin with y;
My name is _____(yarn).

I am in an egg;
I rhyme with folk.
I begin with y;
My name is _____(yolk).

I am to play in;
I rhyme with card.
I begin with y;
My name is _____(yard).

Jack painted a sign on a big white card.
It said, "Come to a play in our back _____(yard)."

--Listening for rhyming words is also valuable ear training. Since small children often know many of the nursery rhymes, these may be used first. The teacher may call attention to the fact that Jill and hill sound alike in the rhyme "Jack and Jill." She may say to the children, "These words rhyme." Later, the children enjoy providing a rhyming word in simple couplets which the teacher may make. A few are suggested below:

We children will go
And play in the (snow).

I am a girl;
I have a (curl).

The house is brown;
It is in the (town).

He put some coal
In a deep (hole).

--Recall the jingles and other rhymes which the children have enjoyed. Give practice in identifying the rhyming words and in supplying rhyming words which are omitted as the rhyme is spoken.

Ask the children to give words which rhyme with get, see, can, toys, ball. If the children find such an activity difficult, they may be prompted by displaying several pictures, one of which rhymes with the suggested word. The teacher may give hints such as the following: "I know a word that rhymes with toys. This word tells what Tom, Jerry and Bill are." (Boys.) Say: I am thinking of a word that rhymes with bat. It means something to wipe your feet on before you go into the house. What is it? (Mat.) Continue in the same way with rhyming words as: fun, (sun); boy, (toy); house, (mouse); ball, (wall).

--Ask the children to complete rhyming couplets such as the following:

See the clown
Go up and _____(down).

Say the couplet and ask the children to supply the rhyming word. Have the children repeat the couplet and isolate the rhyming words.

b. By following directions:

--Many teachers find that a window card is helpful in encouraging the child to isolate and look carefully at a troublesome word as it appears on a page in the text. As the children hold their window cards over a page, direct them to--

(1) Find a word that begins like Mary.
(2) Find a word that ends like sing.
(3) Find a word that means "fast".
(4) Find a compound word.
(5) Find a word that you do not know. Look at it carefully. Then reread the sentence and try to tell what it is.

c. By multiple choice matching!

--Combining Beginnings and Endings. Write the following on the chalkboard. In the first column you will find some word beginnings. In the second column you will find some word endings. See how many different words you can make when you put them together.

br	ing
w	ay
s	at
h	other
fl	ill
th	ide
m	ew

d. By spelling words that rhyme with a given word!

--Spelling rhyming words. Write a simple word such as man on the chalkboard. Have pupils look at the word and think of all the words that rhyme with man. As they say a word they must spell it out. For example: can, c, a, n; ran, r, a, n. More advanced students may even make up short rhymes.

--Rhyming Words in Poetry. Have them find the rhyming words in a poem. List each word on a chalkboard. Encourage the pupils to skim through the poem again to find any other words for which they know rhyming words as house--mouse; round--ground, may--day. Add the words to the first list.

Have each child select one word and copy it in manuscript writing in the upper right-hand corner of a large sheet of paper. Ask the pupils to think of other words they know, or to find in their books other words which rhyme with the key word selected. When the pages are finished, let the children arrange them in alphabetical order. Bind the booklet, and keep it on the library table for reference. Other rhyming words may be added by pupils as they discover them.

e. By matching rhyming pictures!

--Teach or recall the following Mother Goose jingle:

Ding, dong, bell,
Pussy's in the well!
Who put her in?
Little Tommy Green.
Who pulled her out?
Big Johnny Stout.

Repeat the first couplet and ask, "Which words sounded alike to you?" Explain that words like bell and well rhyme because they sound alike at the end. Repeat the last couplet and elicit the response that out and Stout rhyme. Repeat the jingle, pausing before each second rhyming word. Let the children supply the word that rhymes. Say other Mother Goose jingles with which the group is familiar and ask the children to supply the rhyming words.

--Show children pictured objects, the names of which have two rhyming words. Ask the children to listen as you say the names of the objects and tell which words rhyme. Use pictures to illustrate the following words: boat, coat; snake, cake; hat, cat; can, fan; block, clock; kittens, mittens; house, mouse.

--Put pairs of sentences on the board describing illustrations in a story in the reading books. Have a child read the first pair of sentences orally. Distribute the books and have the class look at the pictures of the story to find the one which best depicts the two sentences. Continue in the same way other sentence pairs.

f. By blending!

--Repeat this couplet to the children:

Daffy-down dilly has come up to town
In a yellow petticoat and a green gown.

"What rhyming words did you hear in this jingle? (town and gown). What new word did you learn to read that rhymes with town and gown? (down) What color is this?" Hold up a brown crayon. (brown) "What does a queen wear on her head? (crown) In the circus you see a funny many who does tricks. We call him a _____ (clown)." Then have the children repeat the rhyming words town, gown, down, crown, clown, brown.

g. By selecting two rhyming words in a group of three:

--Discriminate between sounds. Find two words in each group below that sound alike:

hair
chair
child

moon
some
soon

step
stop
hop

star
play
stay

top
mop
mow

floor
foot
door

h. By exercising judgment:

--Set up exercises in which the words to be distinguished are the same in all parts except the beginning, for example:

The girl wore her new ________.
blouse

3. *To constrcut or identify new words by blending the known parts of words*

--Making correct selections. Make a word naming an animal by putting the first letter of one of the words on the left in the blank space at the right:

come   horse   cake   ___ig
hand   ___eer   put   ___onkey
door   ___ow   did   ___amel

--Words that Grow. For the primary grades use a square divided into 16 equal parts. Begin the puzzle with a one or two letter word. The object is to make a longer word by adding just one letter to either end of the word in the previous row. Pupils may take turns adding the letter.

	a		
	a	*n*	
	a	*n*	*d*
s	*a*	*n*	*d*

	a		
	a	*t*	
	a	*t*	*e*
g	*a*	*t*	*e*

--Crossword puzzles. Simple crossword puzzles are good for the more advanced primary readers. Keep the puzzles to about three or four lines. Since children enjoy doing them over and over again, it might be well to ditto several copies of each one. Here are two samples:

Sample I.
1. I am made of tin. (can)
2. Take the g off gate. (ate)
3. Not old but . . . (new)

c	*a*	*n*
a	*t*	*e*
n	*e*	*w*

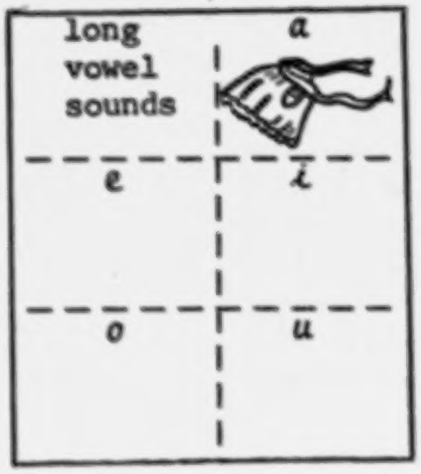
Sample II.
1. We come from hens (eggs)
2. I am an animal and sometimes people call me "Billy". (goat)
3. Once in a while you have to open me before you can go into a garden. (gate)
4. Walk up one . . . . at a time!

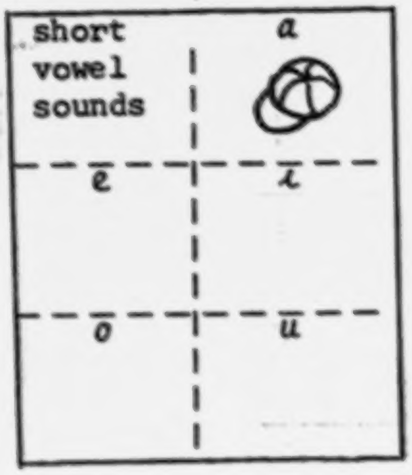
^{1}e	g	g	s
^{2}g	o	a	t
^{3}g	a	t	e
^{4}s	t	e	p

4. *To compare and interpret vowel sounds by correctly identifying new vocabulary.*

--Naming and circling vowels in the alphabet. Write on the chalkboard the letters of the alphabet in natural sequence and have the children read them aloud. Call for volunteers to name the letters called vowels and to circle each one. Recall some of the information about vowels learned that (a) the vowels are a, e, i, o, u and sometimes y, (b) no word can be made without a vowel, and (c) vowels have short and long sounds.

--Drawing pictures with indicated vowel sounds. Draw a picture in each of the remaining boxes to illustrate one of the five long vowel sounds, and to illustrate the five short vowel sounds in the boxes on the other side of the paper. For example:





--Writing words with indicated long and short vowels. Prepare a chart, using the lists below, on the chalkboard, transfer it to tagboard and encourage the children to add to it as they meet the new vocabulary in their reader.

Long-vowel Words			
a cake	e tree	i five	o stove
place	sheep	sign	told
gate	be	fire	cold
cage	three	light	stone
named		pie	

Short-vowel Words				
a cat	e hen	i fish	o top	u cup
ran	Ben	big	hop	duck
sat	when	click	on	fun
bang	men	stick	dot	jump
hand	tell	dish	blocks	nuts
sand	bed	milk	trot	bug
		trip		much

--Following directions correctly. Some vowels are not long or short. Read the words in the box at the right. Each word has an o in it.

One o has a long sound like the o in hope. Put one line under it.

One o has a short sound like the o in hop. Put two lines under it.

The other o has a sound that is not long or short. Put three lines under it.

rode
shop
corn

Complete the following chart:

horn not hope	for Don old	top grow short	fog go horse	box corner both
nose shop more	open work got	word hot oak	pot home morning	corn pop alone

--Indicate the vowel which is heard and check the correct column.

	Vowel	Long	Short	Not Long or Short
boat	o	✓		
short	o			✓
burn	u			✓
harm	a			✓
may	a	✓		
cut	u		✓	
dime	i	✓		
north	o			✓
large	a			✓
sat	a		✓	
use	u	✓		
shore	o			✓
turn	u			✓
pot	o		✓	
lunch	u		✓	
cone	o	✓		
yard	a			✓
arm	a			✓
hand	a		✓	
lay	a	✓		
rose	o	✓		
truck	u		✓	

--Long or Short Vowels. Read the words below. Does the y represent the long i sound as in ice or the short i sound as in it?

Write L on the line if the y represents the long sound of i.
Write S on the line if the y represents the short i sound.

cry	L	sixth	S
already	S	company	S
worry	S	dry	L
frisky	S	Betty	S
my	L	angry	S
try	L	busy	S
empty	S	funny	S
hurry	S	fly	L
party	S	happy	S
sky	L	hungry	S
easy	S	jumpy	S
by	L	lady	S

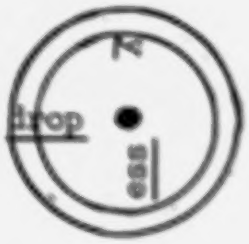
--Changing the medial vowel to make a new word. Write the words below on the board. Suggest that the pupils change the medial short vowel sounds to see what new word they can build.

hat	---hit, hot, hut
sit	---set, sat
him	---hem, ham, hum
put	---pot, pat, pet, pit
fun	---fan, fin
big	---beg, bag, bog, bug

5. *To identify unfamiliar words through the use of initial blends*

--Combining with a known ending to make a new word. Check the children's ability to hear beginning consonant blends. First, ask them to listen for the beginning sounds as you say words which begin with the same consonant blend, such as drive, drum, draw, drop, drink, drew. Ask the children what sound they hear at the beginning of each word (dr). Do this with other words that begin with consonant blends. Perhaps they may add words to your list. Later, write several blends on the board. Have the children write on paper the consonant blend they hear as you say: clock, climb, clown, cloud, clover, and clang. You may use additional words which begin with st, br, dr, tr, cl, gr, pl, sm, tw, fl, sp or sw.

You may wish to make blending wheels to give the children further practice in reading words with consonant blends. To make the wheel, cut two circles of oak tag, one larger than the other. Fasten them together with a pin or paper fastener so that they can be turned easily. One consonant blend is printed on the larger circle. Endings are printed on the smaller circle. When the outer wheel is turned different combinations form different words.



Blending Wheel

--Recognizing words that begin with like blends. Complete the chart by underlining words with like blends and writing the blend on the line.

trapping	talking	trick	ticket	tr
perhaps	present	pretty	penny	pr
dream	deep	dried	did	dr
start	stay	stray	straight	str
gay	grew	grass	glass	gr
through	thought	thank	truck	tr
bounced	brown	brought	bought	br

frisky	free	find	first	fr
cross	cotton	crowd	covered	cr
strong	song	street	step	str
being	breeze	bird	bridge	br
trouble	tried	tired	touch	tr
pumpkin	piece	prize	promised	pr
freeze	fence	Franklin	fish	fr
drink	dirt	dark	driver	dr
guess	grumble	gate	great	gr

6. *To differentiate between initial, medial and final positions of consonant sounds by listening and identifying the sounds*

--Matching the final sound of one word with the initial sound of another. This is a word-building game as well as a comprehension exercise. Prepare several sets of riddles so that the answers to the riddles form this pattern: each succeeding word begins with the same letter as the one with which the previous word ended.

Example I:

I say bow-wow.	(dog)
Flowers are found in me.	(garden)
Birds build me in trees.	(nests)

Example II:

I am something you sit on.	(chair)
I have long, long ears.	(rabbit)
I say, "Gobble, gobble."	(turkey)

--Listening to the word and identifying the sound indicated. To test the auditory recognition of the ending letter of words, have the children write on their papers in a column the numbers from 1 to 10. Tell the group that they are to listen for the last sound in each word that you pronounce and write the letter that makes the sound beside the number on their paper.

--Listening to and writing the initial consonant of words stated. Have the children write on their papers, in column, the numbers 1 to 10. Pronounce the following ten words from the known vocabulary:

bang, table, made, paw, live, Bill, nuts, kitten, Toddle, big. Direct the children to write opposite each number, the beginning letter of each word. For example, say: "1, write the first letter of bang; 2, write the first letter of table." Continue in the same manner with the other words. When the exercise has been completed, write the words on the chalkboard. Have each one pronounced and its beginning letter underlined. As you check the children's papers, note which consonant sounds need more review.

7. *To unlock new words by using digraphs correctly in sentences and word lists*

--Write in the blank space the word that begins with the same sound as the part that is underlined.
Example:

Why is the paper ________? (white)
where dry white

--Football or Baseball - A playing field may be sketched on the chalkboard or on tagboard and adapted to various purposes. One variation of baseball follows:

> To give extra practice in recognizing vowel digraphs, write one digraph (ai, ea, oa, ee, oo, or ui) at each base. A child who can write a word with the corresponding digraph at each base gets a home run. The game of baseball may also be used to practice initial, medial, and final consonant sounds, consonant blends, and vowels.

D. Multiple Meanings

1. *To differentiate words with multiple meanings by using them correctly in sentences*

--Many children need help in using common words in different ways. To help them understand shifts in meaning, write sentences similar to the following on the blackboard:

I see a can of paint.
I will paint the box.
Little Bear can help Mr. Bear.
Here is a can of yellow paint.
The doll has a blue coat.
Freddie wants a new coat of paint
on his old toy.

E. Multi-Meaning Words

1. *To differentiate the meanings of a multi meaning word, the student will read aloud and discuss the meaning of the word from context.*

--Getting meaning from context - The puils may read aloud the following groups of sentences. Instruct them to tell in which two sentences in each group the underlined word has the same meaning. Then talk about the meanings of each word.

1. The well was in the yard. The little girl's mother did not feel well. She went to the well to get the water.
2. Not a drop of water was left. "Turn left," said the boy. The house is on the left.

3. You can still see the dipper there. It was so still she could hear a trickling sound. Please be still.
4. Spring will soon be here. The little girl went to the spring. We can see pretty flowers near the spring.

--Understanding word meanings - Discuss with the children the meanings of the underlined words and phrases as they are used in the sentences below. In each instance, encourage the boys and girls to think of other ways they may have heard the same word or phrase used.

"That's funny," he thought. (peculiar, strange, laughable as in "a funny joke.")
Glasses were full of lemonade. (Containers, eyeglasses, looking eyeglasses, magnifying glasses.)
Put out his tongue. (Extended, put out a fire. Some children may be familiar with the colloquialism to be put out, or annoyed.
We can keep this good, cold lemonade to drink. (Save, keep house, keep trying, keep a horse.)

F. Special Vocabulary

1. *To develop and identify special vocabulary for content area by categorizing*

--Circus words - Make a chart of circus words suggested by the children. As they name circus animals, circus equipment, or circus actors, write the words on the chalkboard and later arrange them on an illustrated chart. The most able readers can make valuable contributions in such vocabulary work.

G. Dictionary

1. *To list letters and words in alphabetical order*

--Suggestions for teaching alphabetizing skills:
   a. Ask questions at various times during the day which require the remembering of the positions of the letters.
   b. Point to or say any letter of the alphabet and ask the children to say the alphabet forward or backward to some other letter.
   c. Arrange lists of words in which all words begin with the same letter.
   d. Practice opening the dictionary to a certain letter.
   e. Turn to names beginning with certain letters in a telephone directory.
   f. Practice on such exercises as "If you were looking for 'c', and opening you dictionary to 'f', which way should you turn to find 'c'."

Write the letters of the alphabet on the chalkboard and help slower readers do the exercise orally. Tell the children to read each group of 3 words. Before the word that comes before the other two in the alphabet, tell them to write 1; before the one that comes next, write 2, and before the one that comes after the other two in the alphabet, write 3.

(2)	end	(2)	elephant	(3)	wind	(2)	horse
(1)	breathing	(3)	tiger	(2)	light	(3)	squirrel
(3)	purr	(1)	awake	(1)	dog	(1)	feed

--Suggested exercises for practicing alphabetizing:
(Number the words in the boxes to show the order in which they would appear in the glossary.)

(1.)	3	can	6	fire	(2.)	5	heat	2	beast
	5	end	4	dog		6	garden	3	crawl
	1	almost	2	blaze		4	eat	1	after

--Rearrange and number these names in alphabetical order according to the last names.

___	Susan Jones	___	John Kent
___	Jim Anderson	___	Carol Nelson
___	Steve Martin	___	Joan Moss
___	Ann Dale	___	Sue Smith

--Write the word that comes first in alphabetical order. Then write the letter that show why this was chosen.

0. berry or apple (apple) a comes before b
1. gate or face _________ _ comes before _
2. early or funny _________ _ comes before _
3. ugly or slow _________ _ comes before _
4. jungle or icicle _________ _ comes before _
5. son or pan _________ _ comes before _

--Picture dictionary - A start may be made toward building a simple picture dictionary by making a picture dictionary card catalogue. The words at this stage are alphabetized by initial letter only.

Use a shoe box and 5" x 8" index cards. As soon as a word is learned, the word is printed on a card. The child may illustrate the word on the back of the card by either drawing a picture or pasting the one he has found on the card. For a more advanced dictionary, pupil or teacher may index a scrapbook. The words may be listed under the proper letter and illustrated by the child. Each student, or the class as a whole, might make a dictionary containing words which are new to them. In this dictionary, new social studies or science words could be included.

In referring to the picture dictionary, the children have gained facility in using an alphabetized source. Some children may wish to make their own illustrations and to organize dictionaries around words needed for story writing or words connected with hobbies. Simple jingles or illustrative sentences might be added.

--Decoding a Secret Message--alphabetical sequence - Tell the pupils that the Indians used many ways of sending messages. Many times people use secret codes to send messages. One of the easiest to learn is the number code. Show the children that to use this code they need to write the alphabet and place a number beside each letter, like this:

a-1
b-2
c-3
d-4
e-5
f-6
g-7
h-8
i-9
j-10
k-11
l-12
m-13
n-14
o-15
p-16
q-17
r-18
s-19
t-20
u-21
v-22
w-23
x-24
y-25
z-26

Then write a message on the chalkboard and let the pupils see if they can figure it out. Have the students write messages with the code.

Example:

25-15-21 1-18-5 22-5-18-25 23-9-19-5.

Decoding:

You are very wise.

II. Comprehension

A. Simple Recall

1. *To interpret what has been read and role-play the story*

--Identifying with characters. The class is divided into groups. In turn, each group gives a radio program. The group giving the program goes behind a screen and chooses a leader. The leader asks questions about a story they have read. Each person in the group takes a turn answering the leader's questions. Each child tries to answer in a voice that sounds like that of the character. When the group has finished, the other pupils try to guess who was the leader and who answered each question. A radio program might be used after each story.

2. *To develop the skill in understanding definite and indefinite terms, read the following sentences and answer by writing* ***Yes*** *or* ***No*** *in the blanks:*

(a) Many years ago, Indiana was full of tall trees and underbrush. Do you know how many years ago it was? __________

(b) On the lawn stood a dozen elm trees. Do you know how many trees were on the lawn? ________

(c) A few honey locust trees were here and there. Do you know how many honey locusts there were? ________

(d) There were three horses and two cows in the barn. Do you know how many animals were in the barn? ________

(e) There were many fish in the river. Do you know the number of fish there were in the river? ________

(f) The farmer kept a few sheep in the pen. Do you know how many sheep were in the pen? ________

(g) Little Balser was five years old when they moved to Indiana. Do you know how old Balser was when he moved? ________

3. *To illustrate the meaning of a sentence or story by drawing pictures.*

--Would You Like to Be Here? Illustrate the following:

(1) Make a pond.
(2) Put some ducks near the shore.
(3) Have some grass for a rabbit to nibble.
(4) Make some flowers along the shore with a bee or two buzzing around them.
(5) Make a big log reaching out very far over the water.
(6) Have a bear or a deer on the shore.
(7) If you wish, show some trees and birds.

--Illustrate and discuss the meaning of the sentences:

(a) Make this funny-looking clown.
One side of this clown's suit is green.
The other side of his suit is yellow.
He is on a red bicycle.
His hat is a basket of fruit.

(b) Here is another funny-looking clown.
He has a very white face and a long red nose.
He is pulling a little wagon.
A very little puppy is in the wagon
The puppy has a little hat on his head.

(c) Now make the funniest clown of all.
Make him look just as you want him to look.
He may be tall or small, happy or not happy.
Make him do a funny trick.
Be ready to let the other boys and girls see him.

B. Organizational Skills

1. *To identify and classify two or more objects through the use of bulletin boards, categorizing, and story-telling*

--Picture collecting: Simple picture collections aid in concept building and in classification skills. Collect some old magazines which the group can use as their source. Children cut out the pictures, mount them, and classify them. Some good classifications are farm animals, toys, things that fly and things we ride in. A shoe box makes an excellent container for individual collections.

--Find words in your story which tell about sounds you might hear (sound of voices singing).

--Classifying words. Ask the children to skim the story rapidly and to locate all the words which are used to show action. These words from the story might be listed: untied, pulled, loosened, took hold, pushed, wiggled, stretched, went down, walked. This activity may be continued in similar manner by locating all the color words (white, gray, green) and all the words denoting temperature (cool, warm, sunny, shady, hot). For each of the above classifications suggest that pupils add other words which they know to the lists.

--Telling a color story. Assemble a set of cards with the name of a color on each. Distribute one or more cards to a player. The leader starts to tell a "color" story about the color that he has on his word card. Each child in turn adds his "color-part" to the story and then stands up. When the entire group is standing, the leader takes a second turn and then sits. The story should be finished when all the children are seated. This game may also be played effectively with noise words: bang, pop, buzz, etc; and action words: sit, crawl, walk, etc.

2. *To recall sequential order by telling a story or arranging drawings of the story in order*

--Telling a story in sequence. Collect several sets of three or four pictures of the same size that tell a story in sequence. Cut each sequence apart and paste the individual pictures on heavy paper. The child is to rearrange the pictures so that they tell the story in the proper order.

--Sequence. Prepare three or four sentence stories which clearly indicate a sequence of events. Cut them apart. Pupils are to rearrange the sentences into the proper sequence. For example:

She ran away very quickly.
The cat was sitting in the sun alone.
The cat heard a loud bark.

--Construction. The story "The Gingerbread Man" is one which lends itself very well to a class movie. The various pictures needed to illustrate the events in the story should be listed first. The children may then choose the part they wish.

THE GINGERBREAD MAN
by Eva Rowland

Humpty Dumpty Dickery Dan,
    Sing heigh! Sing ho! for the Gingerbread Man
With his form so neat,
    And his smile so sweet,
And his gingerbread shoes on his gingerbread feet.

His eyes are two currants, so round and so black.
    He's baked in a pan lying flat on his back.
He comes from the oven so glossy and brown,
    The finest gingerbread man in town.

And why is his gingerbread smile so sweet?
    And why is his gingerbread form so neat?
And why has he shoes on his gingerbread feet?
    Because he is made for my Teddy to eat.

--Storytelling. Help the children to arrange their drawings about the story in sequence and have the story told briefly. Children who have trouble remembering story facts and sequence will be guided by the drawings.

--Fold a paper into boxes. Choose important points in the story. Write a sentence in the box and then illustrate (teacher may want to list the sentences on the board; children put them in order and then proceed with the paper work).

3. *To follow directions by performance or illustration*

--Doing things. List some action sentences on the blackboard. Example:

Bring the red book to me.
Build a house with blocks.
Walk quickly to the window.

The child reads the sentence and then carries out the action.

--Have the children fold a paper into eight boxes, then illustrate simple sentences such as the following:

1. Here is a fox.
2. Make two little foxes.
3. Make a yellow bus.
4. Make two green buses.
5. Here are three dishes.
6. Here is a big dish.
7. Make some dresses here.
8. Here is Dot's red dress.

4. *To build sentences by arranging parts of scrambled sentences or illustrating a picture*

--Building sentences. Prepare a series of about ten simple sentences on 1" strips of oak tag. Each sentence must have a distinctive ending such as:

Dogs bark.
A squirrel has a bushy tail.
A midget is very, very little.

Cut the sentences into two parts and put them into an envelope. The pupil rearranges the strips so that the sentences are reconstructed.

--Unscrambling. Write a jumbled sentence on the chalkboard, such as:

Betty park in all day played the.

The children may have a contest to see who can unscramble the sentence first. The winner may whisper the next sentence to be unscrambled to the teacher. A variation of this game is played in teams. Divide the group into teams. List four or five jumbled sentences on the chalkboard. The team that unscrambles all the sentences first wins.

--Suggest that the pupils draw a picture of a pet which they have or would like to have. Tell them that you will help then write a sentence to go with the picture (example: This is my bird Candy.). Provide them with slips of paper on which to write their sentences and attach them to the pictures. Suggest that they look in their readers for some of the words that they will need.

5. *To build paragraphs by arranging scrambled parts or adding an ending to a story*

--Building stories. Make up a simple story of about three or four lines. Print each sentence on a 1" strip of heavy paper and then cut the sentences apart into words and phrases. For example:

A cat/heard/a loud noise/behind her.
She saw/a big friendly dog.
The cat/was afraid/and/ran away.

The player must use the strips in the envelope to reconstruct a story. He does not have to use all the strips, however. Often the child will be able to make an entirely different story. For example:

A big friendly dog/heard/a loud noise.
She saw/a cat.
The cat/ran away.

If small pieces of flannel or sandpaper are pasted to the back of each strip, the pupil may construct his story on the flannel board.

--Tall Tales. These are all silly stories that cannot be true. Read each story. In the space write a funny ending.

a. Down the street lived a girl who had green hair. Her friends thought that she should color it brown, but she liked looking so different. She ______________________

____

b. Once there was a giraffe who liked to play jump-rope. His monkey friends turned the rope for him, but at least one of his four legs always got caught. He knew he had to do something about that because he always got hurt.

____

____

c. A tiger who liked to eat sweet potatoes could find no one to cook for him. ______________________

____

d. A funny lion was born without a tail. He thought and thought about what he could do to get one. __________

____

e. If there is time, make up a tall tale of your own.

____

____

____

____

____

6. *To outline by chart building*

--The chart of oral-reading standards worked out with the children's help may resemble the following:

"When We Read Aloud"

We read so all can hear.
We think about the meaning.
We try to sound like people
talking
We stand or sit well.

C. Evaluation

1. *To draw conclusions by selecting the proper ending*

--Write the following exercise on the chalkboard. Instruct the children to read the exercise silently and to copy the endings which are possible.

You could go for a picnic
in the river.
in the mountains.
in a park.

You would take milk to a picnic
in a bottle.
in a glass jar.
in a paper jug.

You could go across a big river
on a boat.
by hopping in the water.
by walking over a bridge.

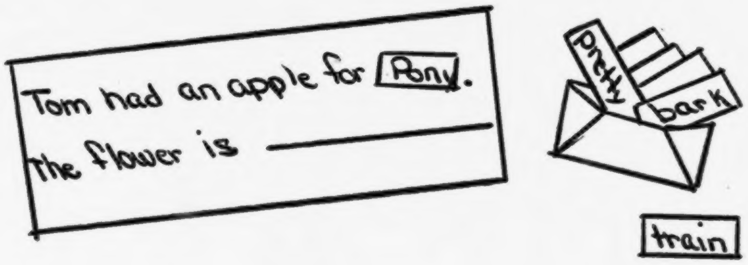
You could swim
in a pool.
in a bucket.
in a lake.

--Talk with the children about the time involved in the word soon. Have them give various examples of occasions when soon may mean "in a few minutes," "sometime today," "next week," or even "next month".

In similar manner discuss the term "a long, long time". Some children may suggest that the same number of days that seem "a long, long time" when there is nothing much to do could seem like "a short, short time" under other conditions.

--Lost and Found Words. Prepare a list on heavy paper of sentences in which one word is omitted. Prepare a set of cards which contain the missing words as well as a few jokers. These cards should roughly fit the spaces left on the sentence cards.

The child finds the missing word and puts it in place. For example:



--Find the Joker. Prepare a series of groups of three or four sentences, one of which does not belong, such as:

Betty has a new dress.
The dress is blue.
The dress is very pretty.
The cup fell on the floor.

The child indicates which sentence is out of place and why.

--What a Joke! Print sentences such as these on 1" strips of oak tag:

Here is a red card.
Here is a blue chair.
Here is a toy airplane.
This rabbit will go hoppity-hop.

Find a colorful picture that illustrates each sentence and tack the pictures on a low bulletin board. For a joke, put the wrong sentence under each illustration. A group of about three children may then go to the bulletin board to try to find what each joke is. A leader of the group may be chosen to discuss the "jokes" and to choose a child to put the sentences in the correct places.

2. *To interpret the cause and effect relationship by enriching the story.*

--Television pictures explaining author's thoughts. Recall with pupils how they can become co-authors when they enrich sentences taken from any story.

Suggest that they televise sentences from a story. To do this, each pupil selects one sentence to enrich. He draws a picture which he later presents on a "television" program. Some sentences which lend themselves well to expansion are given below. Children may select other sentences, also.

> "A boy once lived with his mother in a little old house."
> "On many cold days the boy and his mother had very little food."
> "Then Jack ran after the bad wind."
> "The North Wind went quickly from town to town."

To present the program, each child shows his picture, accompanies his showing with any sound effects, as the conversation between the boy and his mother, or the North Wind whistling and describes other sensory impressions, such as, "fingers tingling with cold." The pictures should be televised in sequential order to tell the story.

3. *To read critically by drawing conclusions and making judgments*

--Making Judgments. Write the following list of play activities on the chalkboard. Then let the children decide which ones they would enjoy doing alone and which ones they would enjoy doing with someone else. Also identify those activities which must be done alone, and those which must be done with someone else.

reading a book
writing a letter
jumping rope
playing the game "Drop the Handkerchief"
riding a bicycle
playing catch with a ball
building a sand castle.

--Magician's Riddles. Power to interpret and to think through a story is simulated by tricky riddles. Able children will enjoy finding or thinking of conundrums for the class to ponder upon. (1) The magician says, "I can go out of the room with two legs and come back with six." Children try to guess how he does it. If no one guesses correctly, he goes out and comes back carrying a paper with a large number 6 written on it. (2) The magician says, "I can bite an inch from the end of a ruler." To prove it the magician holds a ruler an inch away from his mouth and bites.

--Recognizing Character Traits. Ask the pupils to suggest words which describe what kind of persons are in their stories. Words such as kind, thoughtful, considerate, generous, and brave may be mentioned. Have the class members locate and read aloud parts of a story which prove that the characters in a story are certain types of individuals.

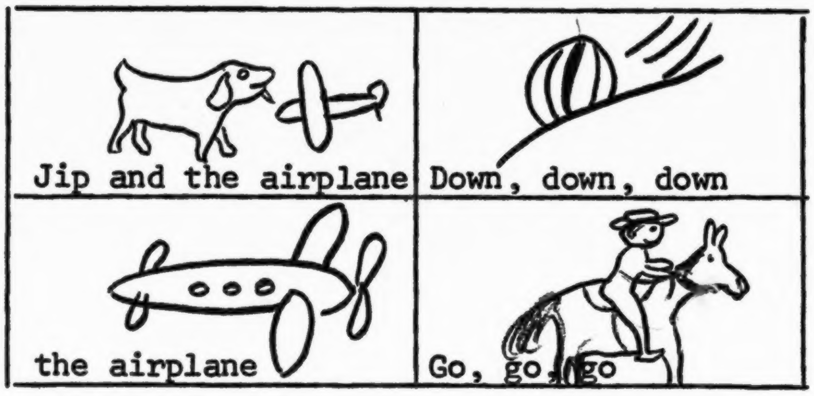
D. Interpretation of Material Read

1. *To visualize the idea in a sentence by illustrating or matching*

--Accordion Presents. Children can make little accordion-folded booklets for presents.

To make such a booklet, fold a large, stiff sheet of paper into wide accordion folds. Use each fold as a separate page, using the first one as the cover. Fasten a ribbon or fancy string to the back fold so that the ends can be brought across the cover and tied. The child may write and colorfully illustrate a word, a sentence, a riddle, or a story on each page.

Example:



--Sentence Pictures. Deep understanding depends upon a reader's ability to create vivid images which extend the limited thoughts an author can put on a page.

Give each child one sentence from the story which contains no sensory images. For example:

Father Bear had a big book.
Mother Bear had work to do.
This house is pretty.

Ask each pupil to draw a picture to illustrate his sentence. When pupils show and tell about their pictures, note each one's use of sensory imagery: color, sound, action, and details included.

Mount the pupils' pictures on colored paper. Write their sentences on strips of paper to place underneath. Use them to make a meaningful display.

--Find the Sentence for the Picture. Cut out some small, attractive pictures from magazines or old books. Prepare a set of cards with one sentence on each card. Each sentence should describe one of the pictures. Put the pictures and sentences in an envelope or box. The child matches the sentence to the picture.

2. *To visualize the action of a sentence by performance and to provide practice in hearing and identifying sounds.*

--Play the game "What Do You Hear?" Direct the children to close their eyes and tell you what noises they hear in response to such actions as tapping the desk, rustling paper, or knocking on a glass.

--Use rhythm-band instruments or a record player to check the children's ability to distinguish loud and soft tones. Tap out a pattern of loud and soft taps and ask the children to reproduce the pattern.

--Say, "Listen to the two notes I play." Play two notes of contrasting pitch on a piano, a harmonica, or a pitch pipe. Ask, "Was the second (or last) note high or low?"

--Call, "Come Here," using a low tone for the first word and a high tone for the second. Ask a child to repeat the words, using the same tone pattern. Other short phrases such as "Good morning," "Good-by," and "Hello" may be used with different tone patterns.

--Play the get-acquainted game, "Who Am I?" A child chosen to be "It" stands a short distance from the group with his eyes closed or with his back turned to the other children. Another child calls, "Who am I?" If the listening child can tell who is calling, he says, "I hear Jim" or "I hear Mary." If he cannot identify the speaker he calls on another child to become the listener.

3. *To visualize a riddle by stating or illustrating the solution*

--Have a child think of an animal he's like to be. He must stand up and tell about himself but not tell the name of the animal. For example:

I am tall and thin.
I have long legs and a very long neck.
I am yellow with brown spots.
What am I?
(a giraffe)

Pupils may try to guess what animal he is. The child who guesses correctly may describe his animal.

--Draw a picture to answer each of these riddles. Color your pictures.

I eat grass.
I give wool to make you warm clothes.
I say, "Baa, Baa."
Who am I? (sheep)

I live on a farm
I give milk.
Who am I? (cow)

I like to run and climb.
I am about as big as a sheep.
I have horns.
Who am I? (goat)

I am a pet.
I like to chase cats.
I say, "Bow-wow!"
Who am I? (dog)

--Draw a picture of these things.

Something good to eat.
Something Mother Bear gave to Little Bear.
(porridge)
It is pretty and red.
It can sing.
It can go up in the sky. (cardinal)

He saw another dog.
He said, "I want that bone."
He had to go home with no bone. (big dog)

There are many in the sky.
We see them at night.
We make a wish when we see the first. (star)

--Collect riddles such as the following, copy them, and keep them in a special envelope. Do not provide the answer until the children have had an opportunity to solve each riddle.

In marble walls as white as milk,
Lined with a skin as soft as silk,
Within a fountain crystal clear.
A golden apple doth appear.
No doors there are to this stronghold
Yet thieves break in and steal the gold.
(An egg)

Little Nanny Netticoat,
In a white petticoat,
And a red nose;
The longer she stands,
The shorter she grows. (A candle)

Old Mother Twitchett had but one eye,
And a long tail which she let fly;
And every time she went over a gap,
She left a bit of her tail in a trap. (A needle and thread)

Riddle me, riddle me, what is that,
Over the head, and under the hat? (Hair)

Thomas a Tattamus took two tees,
To tie two tups to two tall trees,
To frighten the terrible Thomas a Tattamus!
Tell me how many T's there are in that. (Two - ThaT.)

--Ask pupils to fold their papers into four parts. Write one of these headings in each part:

1. What is soft?
2. What is sweet?
3. What is wet?
4. What is cold?

Ask pupils to draw pictures in each box. Have children show and tell about their pictures. Encourage the use of descriptive phrases. For example, soft as cotton, sweet as honey. Help children learn to use comparisons in stories and letters.

4. *To perceive opposite ideas through identification of correct choices.*

--Write the words big, bigger, and biggest on the chalkboard and let a child illustrate their meaning by drawing a big puddle, a bigger puddle, the biggest puddle. For independent work, direct the boys and girls to complete the following sentences by choosing the correct word:

a. An eagle is __________ than a robin.
(bigger, smaller)
b. A sparrow is __________ than an eagle.
(bigger, smaller)
c. Linda is __________ than her father.
(taller, shorter)

--To develop the meaning of alike, place two identical pictures in the card holder with other picture which are different. A child is chosen to find the two pictures that are alike. When he finds these he will say, "These balls are alike." or

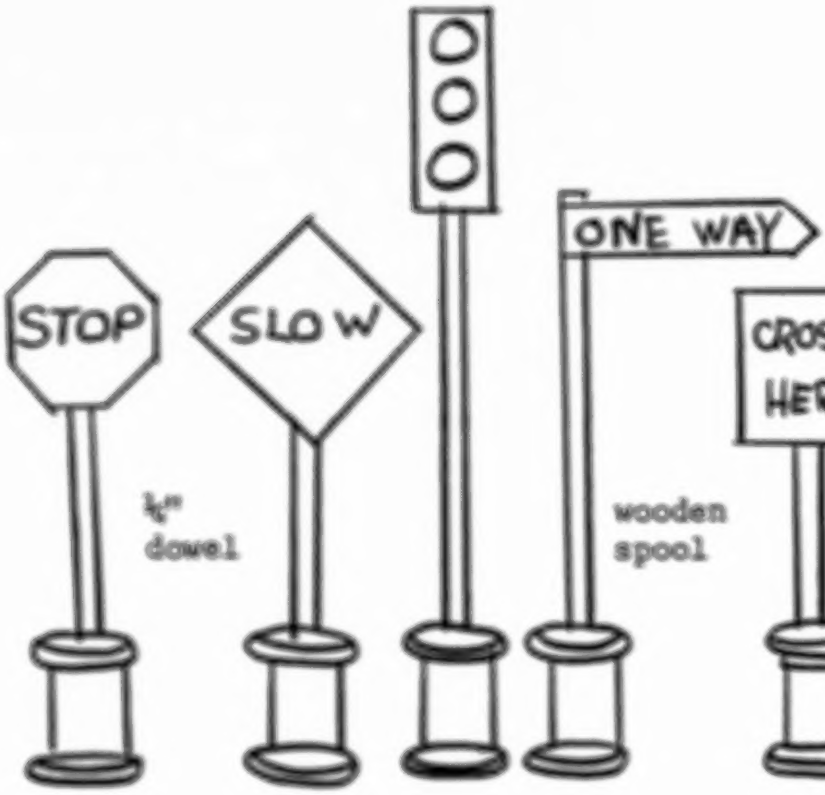
"These coats are alike." Stress starting at the left of the line of pictures to look for the two pictures that are alike.

--To develop the meaning of different, place in the card holder three or four identical pictures and one picture that is different. Stress starting at the left of the line of pictures. When the picture is found, encourage the child to tell in what way the picture is different from the others.

--Find words in our story which mean the opposite. Example: up - down.

5. *To associate a printed word with an action by matching and creating signs.*

--Construction. Making miniature traffic signs will promote understanding of the importance of observing safety regulations. One or two 36-inch wooden dowls cut down to 4-inch pieces will be sufficient to make several signs.



--Stop and Go. Prepare some phrase cards and put them into one pack. Be sure to include phrases like: can help, can work, Stop! Stop!, Come and work, I have, I can, etc. Place several red cards and green cards in the pack. A child may say the cards until he comes to a red card, which is the signal for him to stop reading aloud and to read silently until he comes to a green card. The green card is the signal for him to continue reading aloud.

--Who Can Do It? Collect a set of action verbs like shop, play, walk, bark, etc. (Duplicates are all right.) Prepare several cards with sentences that are easily completed with one of the action verbs such as

Boys can ....
Mother can ....

The child puts all the applicable words under the phrase card.

This exercise may be varied in the following way. Distribute several cards to each child. Write a phrase on the board. Each child who has applicable words may stand, read the phrase, and complete it with his words. Do this with several different phrases.

6. *To identify the antecedents by completion or substitution*

--a. Jack can not make ____________ airplane fly. (his, him, my)
b. Sue has a new doll. She said, "Look at _________ pretty doll." (her, his, my)
c. "Jimmy and I like to play with Pepper," said Sue. "Pepper is __________ friend." (our, him, my)
d. Jimmy said, "I like Ted. I like to play with ________." (our, him, his)
e. Freddy put a little toy into _______ train. (him, her, his)

Have the children read each sentence above silently and choose the correct pronoun. Then have each sentence reread orally and the antecedent for each pronoun discussed.

--To help children associate meaning with the recognition of words, write on the chalkboard a sentence such as John can work. Have the child whose name is in the sentence read it orally. Then say, "There is a better way to tell us that you can work, John." Cover John's name with the word card I and have him read the newly formed sentence. Ask the class whom John means when he says "I". (John) Follow the same procedure with the following sentences:

(Mary) can work here.
(Billy) can see something.
(Howard) can come.
(Sue) said, "Here is Jip."

7. *To compare and contrast selections and experiences by interpreting poems.*

--Read the poem, "Newness", to the children. After reading it through, ask: "Did the children in the poem see anything you would like to see? Did they do anything you would like to do?" Let the children recall pleasing words and phrases and encourage them to ask freely for rereadings of certain lines.

"Newness"

This morning there is something
  That wasn't, yesterday.
A little calf is living
  All safely in the hay.

I offered her my cookie
  But she's not old enough
To know the use of cookies,
  She tried to eat my cuff!

Marchette Chute

--Interpret and discuss the poem, "My Dog".

"My Dog"

His nose is short and scrubby;
  His ears hang rather low;
And he always brings the stick back,
  No matter how far you throw.

He gets spanked rather often
  For things he shouldn't do.
Like lying on beds, and barking,
  And eating up shoes when they're new.

He always wants to be going
  Where he isn't supposed to go.
He tracks up the house when it's snowing -
  Oh, puppy, I love you so!

Marchette Chute

--Changing descriptive words. Read a short poem or story to the children. Talk about the word pictures in it. List dramatic action and vivid sensory phrases as pupils discover them. Encourage the pupils to imagine different interpretations which might be given by changing descriptive words, for example, a tinkling bell - a clanging bell. The following poems might be used:

"The Funniest Thing"

The funniest thing in the world I know,
Is watchin' the monkeys in the show!
Jumpin' and runnin' and racin' roun',
Way up to the top o' the pole, then down!
First they're here, an' then they're there,
An' just almost any an' everywhere!
Screechin' and scratchin' wherever they go,
They're the funniest things in the world, I know!
James Whitcomb Riley

"A Dog"

If you DIDN'T have a dog
('cause everyone should)
and you knew they were fun
then, of course, you would.

If you couldn't have a Dane
('cause your house is small)
there are little, LITTLE dogs
with a wag and all.

I have a dog...
And he's black as night.
But you can have one,
if you want, that's WHITE.

Or you can have one
that is brown as wood:
but you OUGHT to have a dog
('cause everyone should).
Aileen Fisher

"Arithmetic"

Arithmetic is where numbers fly like pigeons in and
out of your head.
Arithmetic tells you how many you lose or win if you
know how many you had before you lost or won.
Arithmetic is seven eleven all good children go to
heaven - or five, six bundle of sticks.
Arithmetic is numbers you squeeze from your head to
your hand to your pencil to your paper till you
get the answer.
Arithmetic is where the answer is right and every-
thing is nice and you can look out the window and
see the blue sky - or the answer is wrong and you
have to start all over and try again and see how
it comes out this time.
Carl Sandburg

"Supper For A Lion"
Savage lion in the zoo,
Walking by on padded feet,
To and fro and fro and to,
You seem to think it's time to eat.

Then how about a bowl of stew
With jello for dessert? Or would
A juicy bone be best for you?

Oh, please don't stare as though you knew
That I'd taste good!
Dorothy Aldis

8. *To enrich word meaning by classifying words in proper categories.*

--Creative Reading. Prepare a set of cutout pictures representing many ways to ride. Glue a small piece of sandpaper on the back of each picture so that it will adhere to a piece of flannel. Make the label "Ride, ride" to place at the top of the flannelgraph.

Give each child in the group two or three pictures to hold. Start the classification by such comments as: "Here is a little scooter. A scooter is a riding toy. Does someone have a picture of another riding toy?" Let each child who has a picture of a toy to ride, place it under the scooter. Continue with other classifications, such as "Rides on the Water," "Rides on Animals," and "Rides in the Sky." If a flannelgraph is not available, pictures may be mounted on the bulletin board.

9. *To analyze fables through discussion.*

--Lessons of long ago. Explain to the pupils that almost two thousand years ago a great Italian scholar made a collection of 137 fables. For many years, in medieval schools, children studied these fables in their classes. They learned their lessons from these stories. Suggest that the pupils, too, could make a book of lessons from fables that they have read. Write the word Fable on a chalkboard. Find the fables which they have already read. Write the name of each fable on a chalkboard as a child reads it.

Recall with the pupils the lesson of each story.

The Lion and the Mouse - "A friend in need is a friend indeed."
The Rabbit and the Turtle - "The steady worker wins."

The Fox and the Crow - "Do not be fooled by people who praise you too highly."

The Cat and the Milk - "Little by little does the trick."

Discuss with the pupils the ways in which these lessons could apply to boys and girls. Encourage them to relate the lessons to their own experiences. Then let each child choose a fable. Have him copy on a large sheet of paper the lesson of the fable that he selected and draw a picture to illustrate its meaning. Give the pupils an opportunity to show and tell or read about their fable lessons. Later a group of children may organize all the pictures and stories according to fables, and bind them together to make a booklet for the library table. Illustrations and stories of other fables the children may have read may be added.

E. Appreciation

1. *To demonstrate creative thinking by finding different endings to a story, expressing personal feelings, and writing*

--Make a picture or write a different ending for a story.

--List all the characters in a story. Choose one you would like to be and write a story about what you would do in this story.

--What was the funniest story in a unit in your book? Tell what was funny in it.

--Collecting Letters. Encourage written answers to invitations that your class sends. Save these together with any other letters that the class receives. They can be individually mounted on colored paper and bound into a book. Another way to encourage letter writing is to display copies of letters that the class has sent and received. Mount two large attractive envelopes side by side so that a child can reach them easily. Label one Letters We Sent, and the other, Letters Sent to Us. A child can keep these envelopes up to date.

--Creative Writing. The children will enjoy composing riddles about wild animals. These may be placed in a booklet. If the bottom of each page in the booklet is folded up to form a pocket that is held in place by a paper clip, a picture of the animal whose name answers the riddle may be slipped into the pocket on each page.

2. *To identify the authors purpose by interpretation of figurative language*

--List two sentences from the story on the chalkboard and talk with the class about the meaning of each group of underlined words.

Example:

"Then off he zoomed, like a ship to the moon." Does the expression "like a ship to the moon" help you picture the way in which Moppy moved? Is the expression an interesting one?

"And out the door he flew, light as a feather." Did Marty really "fly" and was he actually as "light as a feather"? (The author is trying to make us feel how freely Moppy moved without his load of hair.) The children may enjoy completing phrases.

F. Rate of Reading

III. Study Skills

A. Using Textbooks

B. Use of Visual Materials

1. *To construct charts for purpose of giving directions and listing activities*

--Construct charts for the following:

"Giving a Good Talk"
  Know what you are going to say.
  Use good sentences.
  Speak clearly and correctly.
  Look at the children.

"Things We Shall Do"
  Read more stories.
  Fix up the library.
  Draw storybook people
  Have story hours.
  Bring in books.
  Make puppets.
  Make a puppet theater.
  Give puppet shows.

"When We Read Aloud"
  We read a whole sentence.
  We read clearly enough for
    all to hear.
  We make the story interesting
    to our audience.

C. Library Structure

D. Organization of Materials

1. *To construct an overview by summarizing the material*

--To review the stories in the book, direct the pupils to turn to the table of contents. Have the names of the units and stories read. Encourage discussion of the units by asking questions, such as, "Which unit had the most exciting stories? the funniest stories? the most interesting stories? make-believe stories? fables?

--Discuss what a fable, an old story, a tall story, a true story, and a poem are. Let the children suggest definitions and then list their favorites from the book under those headings.

--Ask the children to think about the stories and discuss questions such as the following:
Which stories were about wild animals? Which stories were about pets? Tell something that happened. Which animal would you most like to have as pet? Why? Which stories took place in a city? Which happened in the country? What would you like to do that some of these children did? In which stories did you learn something that you did not know? Tell about it. Which children would you most like to have as friends? Tell why. What kinds of things would you do when you played together? Which places would you like to visit?

E. Locating Information

IV. Wide Use of Reading

A. Development of Interest and Taste

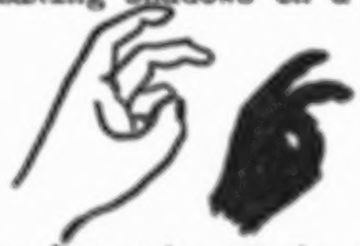
1. *To build mental imagery through the use of dramatizations, puppetry, and poetry*

--Creative dramatics-pantomime. Have pupils reread a story, plan the action, actors, and readers. Stretch a sheet across the front of the room. Place an electric light back of the sheet. As a reader reads the story, the actors carry out the action in pantomime in back of the sheet.

This is an excellent activity to encourage shy children to express themselves. You may wish to use pantomime plays as one way of reviewing the stories this year. Have the children divide into small groups. Each group may select one story to act out. Have the children plan their own actions and choose one child to be the narrator. This activity would provide material for an assembly program, for visiting mothers, or for other classes in your school.

The light behind the curtain should be at least a three hundred watt bulb. A small spotlight works very well if you can obtain one. Some amateur photographers have small groups of spotlights you might borrow. Fasten a clothesline across the room and pin on a sheet for the curtain.

--Creative dramatics--animal shadows. Children get much pleasure from making shadows on a wall.

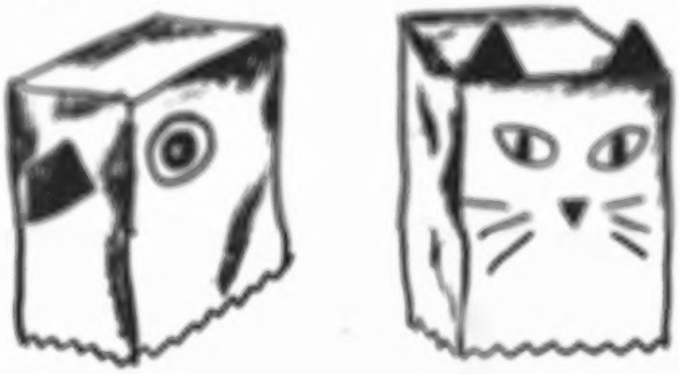


RABBIT

After children learn to create animals, they can have added fun moving their fingers to make the animals talk. Shy children respond especially well and will often express themselves through these imaginary animals.

--The children will enjoy dramatizing a story. After discussing the incidents to be included in dramatization, have the class select children from the group to take the different parts. Masks may be made for animals in a story.

The masks may be made by adding ears and beaks to the paper bag and then drawing eyes or whiskers on the individual mask with colored crayons. The illustration shows the complete masks for a bird and a cat.



After the players have been given a chance to reread story, have them present the play to the rest of the group. Several different casts may play the story. Then the audience may be asked to name the players they could hear the best, to select the cast they enjoyed most, and to tell why. Help the group to recognize the cast which interpreted the mood of the story.

--What Story Is It. For eight or ten players prepare a list of four or five simple stories. Group the players into pairs. To play, each pair must read all the stories listed. The time required for reading the stories depends on the size and ability of the group; the number of copies of the stories available, etc. This game may be carried over for several days without loss of interest.

After all the players have read the stories, each pair may "act out" one of the stories for the other teams to try to identify. The team that identifies the most stories wins.

2. *To do research for a report following the reading of a stimulating poem*

--Reading and Reporting. Many children will have had some personal experience with turtles. Perhaps several competent readers would be interested in reporting to the class on books such as the two mentioned below. You might create interest in this project through Zhenya Gay's whimsical poem from Jingle Jangle, suggesting, after reading it, that there are many facts about turtles (especially about the raising of pet turtles) in which the class will be interested.

I think turtles are funny things,
They have everything but wings.
On top there's a shell,
Underneath as well.
They're round like eggs,
They've four short legs,
A pointed tail and a hard square head.
And when they want to go to bed
They just pull in these things and tuck
them tight
And have pleasant dreams all through the
night.

THE LITTLE TURTLE

All There was a little turtle.
He lived in a box.
--Poem: He swam in a puddle.
He climbed on the rocks.

Group 1 He snapped at a mosquito.
Group 2 He snapped at a flea
Group 3 He snapped at a minnow.
All And he snapped at me.

Group 1 He caught the mosquito.
Group 2 He caught the flea.
Group 3 He caught the minnow.
All But he didn't catch me.

3. *To discuss and interpret the imagery and beauty of poetry through the wide reading, both orally and silently, a variety of types.*

--Poem: THE WHEEL

How very strangely we should feel
If someone had not made a wheel!
No wagon would have crossed the plain,
No puffing engine, no speeding train.

No cart or carriage would there be,
Or roller skates for you and me,
No bicycle or automobile,
If someone had not made a wheel.

--Poem: SUPPOSING

Supposing the clock forgot to tick!
Supposing the paste forgot to stick!

Supposing the light bulb couldn't light!
Supposing the pen refused to write!

Supposing the window had no sill!
Supposing the chicken had no bill!

Supposing the puppy couldn't bark!
Supposing the night was never dark!

Supposing the wind forgot to blow!
Supposing the snow forgot to snow!

Supposing the brown cow couldn't moo!
Supposing the sky was red, not blue!

Supposing an engine had no wheels!
Supposing potatoes had no peels!

Things usually never happen this way,
But "supposing's" a very good game to play!

--Poem: CAT

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

--Poem

CHOOSING SHOES

New shoes, new shoes,
  Red and pink and blue shoes.
Tell me, what would *you* choose,
  If they'd let us buy?

Buckle shoes, bow shoes,
  Pretty pointed toe shoes;
Strappy, cappy low shoes;
  Let's have some to try.

Bright shoes, white shoes,
  Dandy-dance-by-night shoes,
Perhaps-a-little-tight shoes,
  Like some? Some would I.

but

Flat shoes, fat shoes,
  Stump-along-like-that shoes,
Wipe-them-on-the-mat shoes,
  That's the sort they'll buy.

--Poem:

THE POPCORN-POPPER

Group I

The popcorn man
At the park
Has a popping machine
Inside his cart.

Group II He puts in dry, yellow brown,
Hard bits of corn
And soon--
Afaff afaff affafff---
All The corn begins to laugh
And dance
And hop
And pop, and pop, and pop.

Solo Reader and then---
I stand
And hold
The bag in my hand,
All And the man
Pours it full
Of puffy, fluffy, flaky,
Soft white
POPCORN!

--Poetry. Ask them to close their eyes as they listen and see if they can think how the freight train looks and sounds.

THE RED CABOOSE

It's fun to watch the freight train
Come whistling round the bend.
The shaky little red caboose
Is fastened to the end.

The engine puffs and pulls and pants
And whistles loud and long;
The wheels of all the cards go round
As though they sang a song.

When I grow up to be a man,
Some day I'm going to ride
That shaky little red caboose
And see what is inside!

B. Research

1. *Using the Library and various aids for reports and the development of other activities*

--Make a picture-story of this country. Write to children all over the country. Read stories about some parts of the United States. Find out where Americans came from. Learn poems about different places in the country.

--Talk with the children about some of the almost "unbelievable" happenings in nature, such as the development of the frog. The class might like to investigate the development of other animals. The metamorphosis of the butterfly would be an interesting parallel. An easy-to-read text with exact information on one complete cycle of the butterfly, from egg through caterpillar to chrysalis to adult, is Robert M. McClung's Tiger, the Story of a Swallowtail Butterfly (New York: William Morrow and Co., Inc., 1953). Monarch Butterfly by Marion W. Marcher (New York: Holiday House, 1954) also presents the development of the butterfly in elementary terms. The book includes a section on raising a monarch butterfly successfully. This is another of Holiday's "Life-Cycle" stories.

--Learn about our national holidays. Learn about our local holidays. Read stories and learn poems. Have a costume party. Plan a holiday program. Publish a class newspaper.

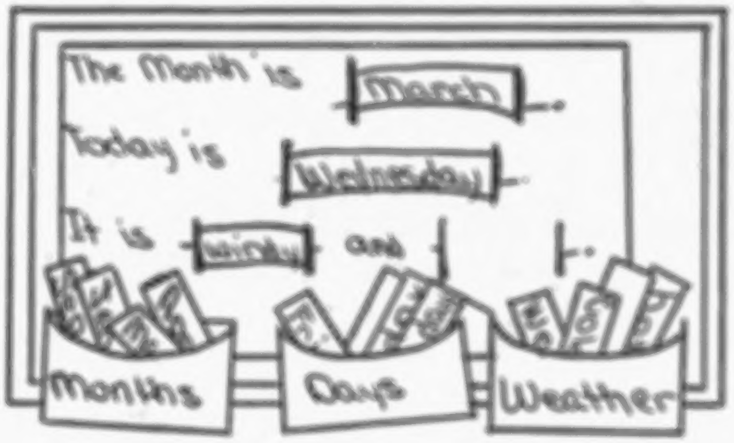
--Place on the library table a number of easy textbooks and storybooks. Select those that contain a high percentage of recreational reading and those that meet the children's interests.

The following discussion questions may bring out a child's current interests and help the teacher select the books:

a. If you could have three wishes, what should you ask for?
b. What do you sometimes think about when you are alone?
c. What would you buy if you had five dollars? one hundred dollars?
d. If you could meet three people, whom would you want to meet?

2. *To retain pertinent information by recording*

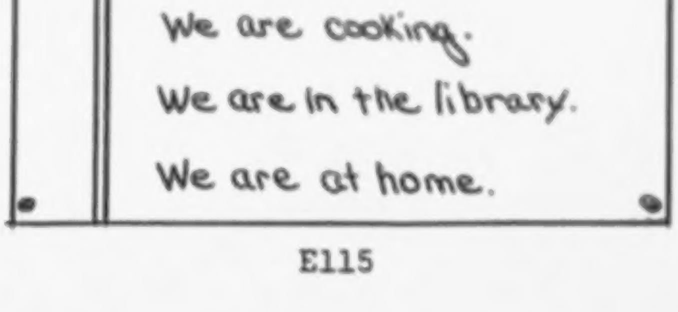
--To encourage recognition of names of days, months, and weather conditions set up a large pocket chart at a convenient height so that a child an easily slip the proper card into place. Cut two vertical slits at the end of each sentence, spaced as far apart as the width of the card with the longest word. Fasten three envelopes to hold the word cards below the chart. Label each appropriately. For the word cards use names of the days of the week and of the months, and weather words such as warm, cloudy, etc. See a sample of such a chart on the next page.


The Month is
March
Today is
Wednesday
It is
windy
and
.
Months
Days
Weather

--A beginning news sheet. Each day the group may write a three or four-sentence story about the most interesting or exciting thing that the class has seen or done that day. At the end of the week, collect all the stories and hectograph or mimeograph enough copies of them so that each member of the group may have a news sheet. Be sure to leave plenty of room for an illustration after each story so that each child can illustrate his own copy. It is a good idea to review all the stories in this weekly "newspaper" with the group when the news sheets are distributed. At the end of the month or term, the individual papers may be bound together to form a book as a record of class doings.

--Where are we. To tell others exactly where the class is at any time, a little chart with an indicator on it can be tacked to the outside of the classroom door. A child can be appointed to make sure that the indicator is at the correct point.

Here is one way to make such a chart. Cover a 9" x 12" piece of cardboard with a brightly colored sheet of construction paper. Attach a piece of heavy twine to this cardboard so that it extends tautly from about 3" below the top to about 1" from the bottom. Knot a 4" piece of ribbon around this piece of twine so that it moves easily up and down along the twine. Letter the chart in the way best suited to your needs.


grade 1
Mrs. Smith
We are on vacation.
We are on a trip.
We are cooking.
We are in the library.
We are at home.

3. *To summarize spare-time reading orally or by an art activity*

--Spare-time Grab Bag. Write one question or assignment on a 3" by 5" index card. The assignments might be something like these:

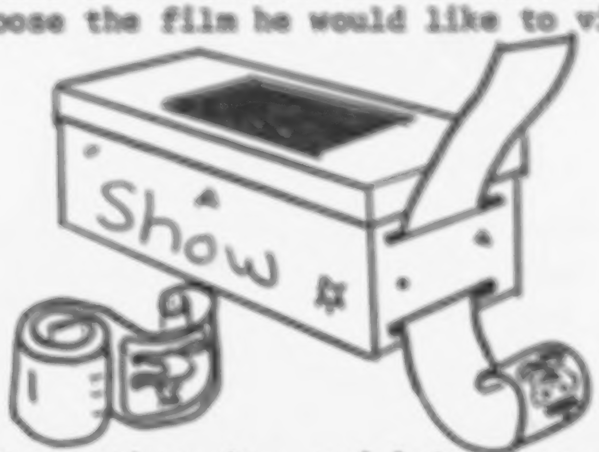
The book called Angus and the Ducks is fun to read. Find it in our class library. When you are finished reading this book, you may quietly tell a friend about it. Find a friend who has finished his work and wants to hear the story.

Put all index cards into a large envelope or box. A child may "grab" a card when he has some spare time. Separate envelopes or boxes with different assignments may be prepared for the various reading levels.

It is a good idea to have each child write his name on the back of the card that he has drawn so that he and the teacher know what assignments he has "grabbed."

--Peep Shows. Peep shows may be used for retelling stories and for a simple story or book reports. To make the viewer, use a sturdy cardboard box--a shoebox is excellent--with a cover. Cut a large rectangle in the cover to let in light. Cut a similar but small opening in one end of the lower portion of the box. In the end opposite to this opening cut two 5" horizontal slits, 4" apart as shown on page 10. Paint the inside of the box an attractive light color. For a novel touch cover the opening in the top of the box with cellophane.

To prepare a film, use a roll of paper not more than 4½" wide. Each frame should be about 4" x 3½" in size. Pupil-drawn pictures or pictures cut from old readers, magazines, etc. make good movies. Several rolls of film may be stored in another box and each film labeled simply so that a child may choose the film he would like to view.



4. *To list questions for, and later to evaluate learnings and enjoyment derived from the visit of a resource person*

--Holding interviews using community resources. Let the pupils seek out and invite people to class who are doing things in which they are interested. A scientist in the community, for example, might be invited to show some simple experiments, following the reading of a science story. Or a writer might be asked to tell the boys and girls about his writings. Prior to the interview, the children should plan and record their questions. Later, they should be given time to evaluate their learnings and tell what they enjoyed most.

V. Awareness of Reading Opportunities

A. Informal Reading

B. Using Public and Private Facilities

(School Library)

1. *To share and discuss books introduced by the teacher through reading aloud*

--All teachers are encouraged to read aloud to their pupils. It should be customary, not the exception, to listen and actively participate in the excitement of a story virtually each day.
Purposes:
   a. To provide motivation through a pleasing experience designed to build enthusiasm and interest.
   b. To let children hear complete absorbing stories of fun, adventure and tragedy which they can understand but, as yet, are unable to read on their own. (In elementary schools, it is possible for the lag between comprehension and reading ability to be two or three years, sometimes more.)
   c. To introduce portions of new books as a "bait" for a child's own independent reading.
   d. To share with youngsters a choice book they might never try themselves or read on their own.

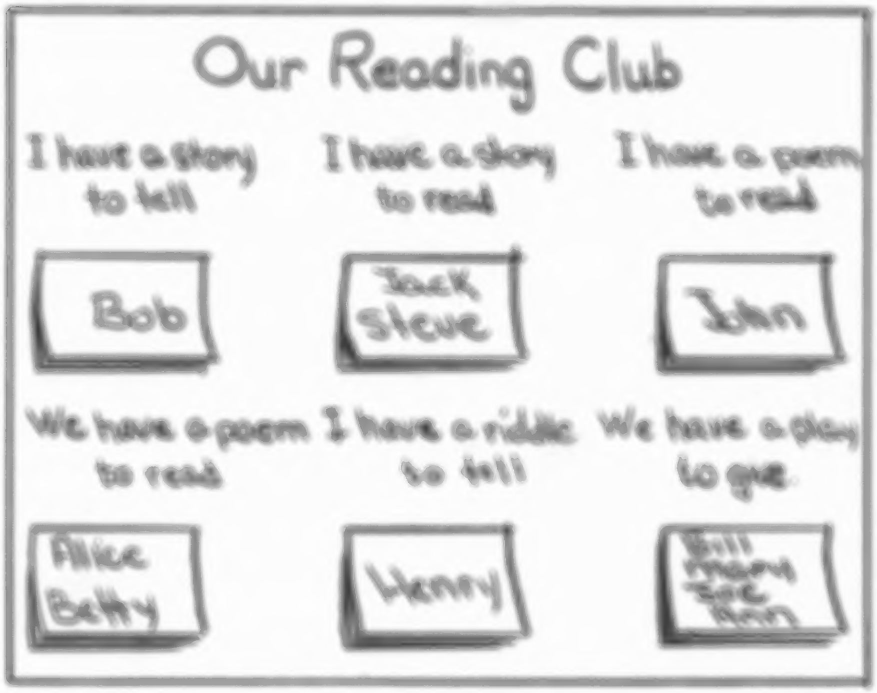
2. *To use the Library to find material for a variety of activities*

--When you have several stories, pick out one that you would most like to change. Write the story the way you would like it. You can change the beginning, the middle or the end of the story.

--After you read a story, look over the story and find the parts that will fit the list below.

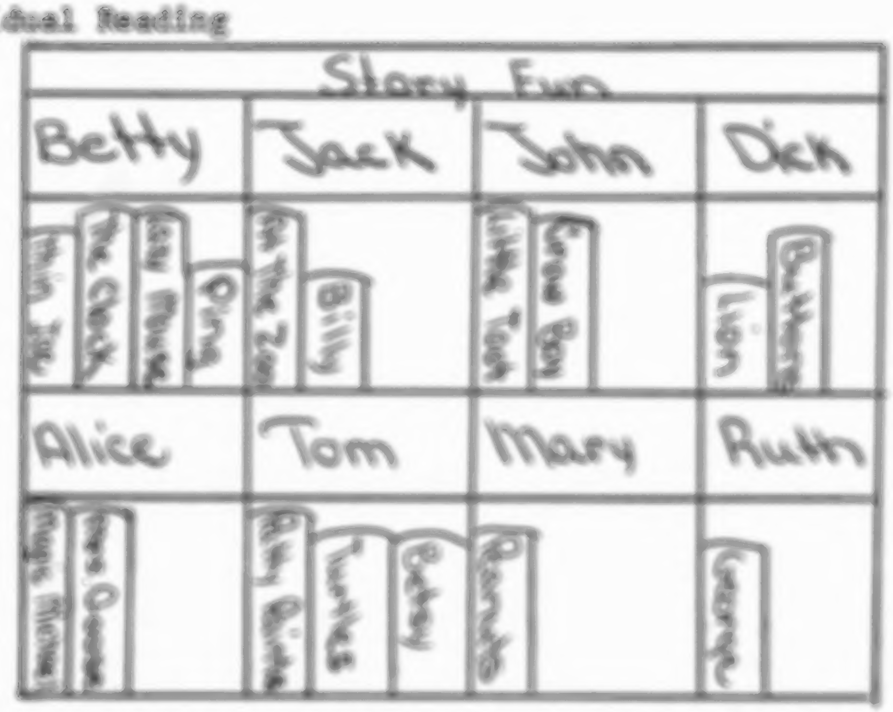
Something moving
Something that tastes
Something that smells
Something that talks

--Cut six slits in the tagboard and insert small note pads in the opening. Encourage the children to sign one of the small tablets when they are ready to take part in the story-club program. During conference time or free-play period, the teacher may check the child's selection in order to be sure that it has been adequately prepared. If the selection is too difficult he may be guided in choosing suitable material. By the end of the week there should be enough volunteers to present a very enjoyable program. After the program has been given, tear off the front pages of the tablets so that a fresh page awaits the volunteers for the next program.


Our Reading Club
I have a story to tell
I have a story to read
I have a poem to read
Bob
Jack
Steve
John
We have a poem to read
I have a riddle to tell
We have a play to give
Alice
Betty
Henry
Bill
Mary
Joe
Ann

--Chart of Individual Reading. Make a chart similar to the one pictured on the next page and post it in the library corner. After a child has read a book or a story, he may paste a colored strip of paper to represent the book read on his section of the chart bookshelf. Help him to print on the colored slip the name of the book or story he has read. Once or twice a week the teacher may choose a book title from some child's individual collection. The child may then be asked either to read the page of the story that he liked best or to tell the part of the story that he thought most interesting. After hearing about the story the children will be interested in seeing a few of the illustrations.

Chart of Individual Reading


Story Fun
Betty
Thin Jill
The Chick
Lily Mouse
Ping
Jack
At The Zoo
Billy
John
Little Toot
Crow Boy
Dick
Lion
Buttercup
Alice
Magic Money
Mrs. Goose
Tom
Billy Birds
Turtles
Betsy
Mary
Peanuts
Ruth
George

(Public Library)

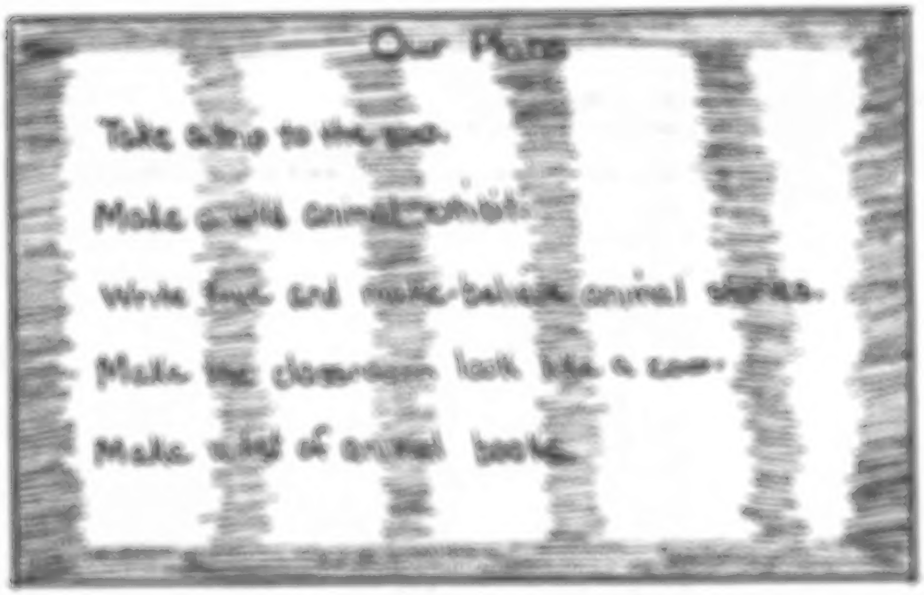
3. *To obtain a library card for the purpose of selecting books from the library to read for personal enjoyment, discussion, and reporting*

SIGH
HAPPINESS IS HAVING YOUR OWN LIBRARY CARD!
Schulz

(Excursions)

4. *To record suggestions on charts for preplanning a field trip*

"Have the children suggest some of the things they would like to do while they are reading about the zoo. Help them to divide into groups according to their interests and plan a zoo activity. Record the following (or other) activities on a chart similar to the one on the next page.



Our Plans

Take a trip to the zoo.

Make a wild animal exhibit.

Write true and make-believe animal stories.

Make the classroom look like a zoo.

Make a list of animal books.

--Excursion. If there is a zoo in the vicinity, a class excursion would add to the children's enjoyment. Help a planning committee to find out how to go to a zoo, figure the cost of the trip, and list the safety precautions necessary.
Example:

"Trip Manners"

On the Way
  Stay together.
  Talk softly.
  Pay attention.

At the Zoo
  See everything.
  Listen politely.
  Never interrupt.
  Ask questions one at a time.

5. *To report, discuss, and answer questions about the trip*

--Following their excursion to a zoo, the children will enjoy writing brief reports on one thing that interested them most, or writing original stories (imaginative or real) about one of the animals they saw there. If an excursion to the zoo is not possible, the teacher may have the children write individual letters to invite a worker from the zoo to visit their classroom to tell about his job. This will stimulate questions, discussion, reports, and, later on, thank-you notes.

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ACTIVITIES TO DEVELOP READING SKILLS

INTERMEDIATE GRADES

The following behavioral skills and activities are written to develop the basic skills listed in the Scope and Sequence Chart

I. Word Recognition Skills

A. Structural Skills

1. *To construct compound words by uniting two known words*

--Compound Words. Print compound words on cards. Snip the words apart into their component parts. Have the pupil rearrange these slips to see how many big words he can make from the little words. This may be played as a game by having two pupils in competition. The one making the largest number of compound words wins. Partners may also play.

2. *To identify known root words and their derivatives*

--Verbs with Endings. Make four cards for each root word to be practiced, placing a different key word at the top of each card. Examples of the four cards for the word *grow*:

grow	*grows*	*growing*	*grown*
grows	grow	grows	grows
growing	growing	grown	grown
grown	grown	grow	growing

Deal six cards to a player. Each player sorts his cards, placing the same root words together. Any player who has four cards with the same root word may make them into a "book" and lay that book down. Then the player to the left of the dealer calls for any of the three words listed below the key word, on any card held in his hand. If another player holds the card containing the called word as a key word, he must give the card to the player who called for it. A player continues to call words as long as he draws a card from another player. When he fails to get a card, he must draw from the pack and then discard. That ends his turn. The object of the game is to complete as many books as possible. The game may be ended at any time, and the player with the most books declared the winner. Use other words, such as "rain," "rains," "rained," "raining"; "thank," "thanked," "thanking," "thanks," etc.

3. *To construct new words from a root word by adding variants, prefixes and suffixes*

--Root Words. To strengthen the ability to recognize the root word in affixed forms and to see how the addition of prefixes and suffixes affects the meaning of root words, play this game. Any number of teams can play. Give each team a root word such as shame, approve, important, appear, probable, etc. See how many words the players can make from these words by adding variants, prefixes, and suffixes. To be sure that pupils recognize that the addition of these forms affects the meaning of the root word, have them use each of the words in oral or written sentences. Score one point for each correct word made and one point for its correct usage in a sentence. The team with the most points wins the game.

4. *To classify given words according to number of syllables in each word*

--How Many Syllables? Set up this exercise and place it on the independent activity table. In a stocking box place a number of cards containing words with one, two, three, and four syllables. Pupils may then classify the words according to the number of syllables they contain.

On the top of the box write these directions for the pupils: "Put these words into four rows according to the number of syllables they contain. Put words with one syllable in the first row; words with two syllables in the second row; words with three syllables in the third row; and words with four syllables in the fourth row. After you have done this, put the words in each row in alphabetical order. Check your work by looking at the answer sheet on the inside of the box top."

Paste an envelope on the inside of the box top. So that the exercises may be self-corrective, place in the envelope a sheet of paper on which the words have been classified properly with syllabication divisions indicated. List the words alphabetically to simplify checking.

Pupils who need help in structural analysis may be given a list of words which they arrange in columns according to the number of syllables in the words. For example:
gem, freight, body, eaten, Bible, cruise, through, chasm, duel, beauty, diamond, sympathetic, ought, alone, ago, irregular, enterprise, dental

1	2	3	4
gem	eaten	diamond	sympathetic

5. *To construct words using a random selection of letters and to classify these words according to specified categories*

--Make a Word. Use a manufactured set of letters of the alphabet or have the letters printed on small squares of paper. Make two squares for each of the vowels. Put the letters in a box. Each player draws three letters at the beginning of the game. Then each in turn draws one letter at a time. The player who first is able to make a word from 3 or more of his letters wins. The number of letters for the words may be changed each time around, or some category may be selected by the players, such as names of animals, flowers, etc.

6. *To construct words using specific directions*

--Tit-Tat-Tow. This game is played by two players, as in the regular game of Tit-Tat-Toe. Each player draws a tit-tat-toe pattern on his paper. The "beginner" says a letter of the alphabet, and each player writes the letter in one of his tit-tat-toe squares. Then the second player says a letter, and both players write this letter in a square. They continue to alternate at saying letters until all squares are filled. The player who has formed the most words with the nine letters wins. The words can be read from left to right, from top to bottom, or from left to right diagonally.

7. *To construct words from specified beginning and ending letters for each word*

--The teacher prints a word on the blackboard in column form; the first letter is on the first line, the second letter underneath the first, and so on. The same word is then printed backwards in column form opposite the first column. For example, the word "cat" would look like this:

c t
a a
t c

The children think of words beginning and ending with the letters that are opposite each other and write them in. In the example above, the first word might be "coat." The winner may be the first one finished, or the child who has the most words. The teacher or group may establish rules with regard to length of words which will be acceptable. Thus, three- and four-letter words only may be used.

8. *To construct new words from random selection of letters*

--Anagrams. Write a letter on the chalkboard. A player adds a letter to make a word. A second player adds a letter to the word and so on until no more letters can be added. Example: *A* is written. The first letter added may be *N* to form *AN*. The next player may add *T* to make *TAN*. Others may be added until the word becomes *STANDS*. When no more letters may be added, another letter is chosen to begin another word. Groups might each take a different letter to see which would form the longest word.

Anagrams may be played by adding letters which do not form a new word immediately but pave the way for it. *H* may be the starting letter. *I* may be the second letter; the final word might be *HINGE*. Points may be given for completed words.

Anagrams may be played by rearranging the letters in a word to make a new word. Examples: rare - rear; bare - bear; reaction - creation; dealer - leader. One point may be given for the word and an extra one given if the player can use the new word correctly in a sentence. Partners or pairs might play against each other.

9. *To divide lists of words into specified categories*

--Categories. Players are given a diagram such as the one shown. They select a five-letter word to use for a title. Words containing q, y, and z should not be used, nor words which contain the same two letters. The title is written at the top of the diagram. The cross rows must name large categories or classifications suggested by the players such as: cities, countries, rivers, presidents, famous people, etc. The five categories suggested are written at the side.

For the first row across, in the example, the player fills in the names of the rivers beginning with the letter at the top of each box. For the second row across, he fills in the names of cities with names beginning with the letter at the top of the box. This is done with all five categories. Example:

	G	A	M	E	S
Rivers	Ganges	Amazon	Miami	Euphrates	Susquehanna
Cities	Galveston	Atlanta	Manila	Edinburgh	Singapore
Countries					
Famous People					
School Subjects					

When each player has completed as many boxes as he can, the answers are read loud. If three or more players have the same answer for a box, each gets 1 point. If two have the same answer, each scores 3 points. If a player has an answer which no other player has, he scores [illegible] points. The player with the highest score wins. The ability to play this game depends upon grade level and general background. Players might use the dictionary, the encyclopedia, the atlas, social studies references, etc.

--Help the Captain. Two teams choose a category: rivers, cities, countries, fruits and vegetables, or famous people, depending upon the grade level of the players. The captains take turns giving names in the chosen category that begin with A. The team members may help the captain by whispering a word along the line to him. When a captain fails to answer, he goes to the foot of the line, and the next in line becomes captain. Names in the chosen category beginning with the next letter of the alphabet are then given. A point is scored by sending the rival captain to the foot of the line.

B. Sight Vocabulary

1. *To pronounce correctly each new word presented on bulletin board displays*

--Ask your pupils to bring to school pictures of dogs for a bulletin board display. Label each picture with the name of the breed of dog represented and help your pupils learn the correct pronunciation of these breed names.

2. *To identify and label objects*

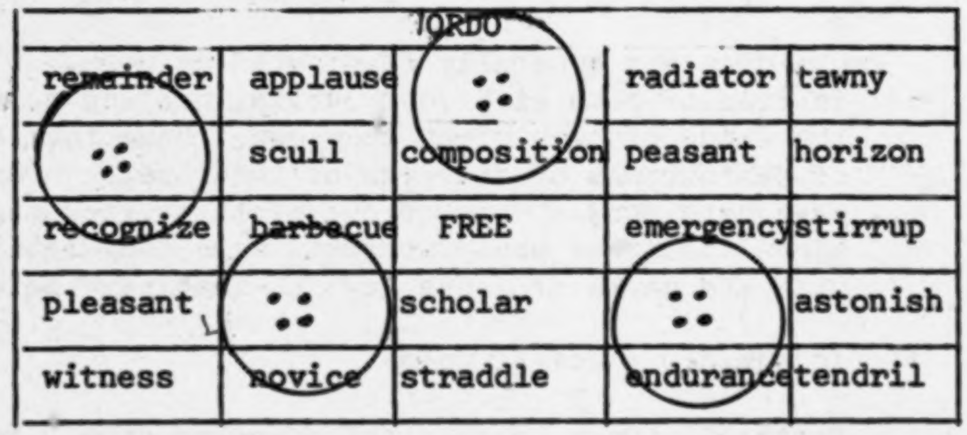
--Children are generally fascinated by pets. Discuss the care and feeding of pets with your pupils, putting particular emphasis on the kinds of pets which they own. Have them arrange a display of photographs or drawings of their pets. Pupils who do not have pets should draw or cut pictures from magazines to show the kinds that they would prefer. Have them label their pictures with the names of these real or imaginary pets.

3. *To rapidly identify words*

--Football. On a large piece of paper draw a football field with sections to represent ten yards each. Use a set of word cards and place a cardboard ball on the fifty-yard line. The first player reads the word on the first card. If he reads it correctly, he moves the ball ten years toward the goal. If he reads it incorrectly, it is considered a fumble, and the ball is moved ten yards back toward his own goal. When he has pronounced enough words correctly, he crosses the goal line and scores 6 points. If he reads the next word correctly, he adds one point to his score--the extra point. A player can take an unlimited number of turns, or until he makes an error. Teams take alternate turns. This game may be played by two pupils. One monitors the words for the one whose turn it is to play. It may be played by two teams. The number on each team would depend upon the size of the field. Each player might have his own numbered ball.

--Each child has a large card (approximately 5" x 7½") which is divided into twenty-five equal sections. The same words are printed on all the cards but in different order. As in Bingo, the center section is marked FREE.

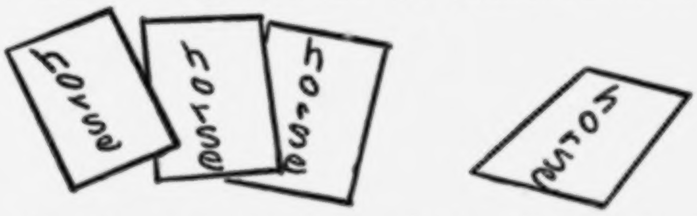
The caller has a set of small cards on which the words are printed. As he pronounces the words in random order, each player find the words on his card and covers them with markers. (Buttons or small circles of colored construction paper may be used.) The child who first covers words in a straight line, horizontally, vertically, or diagonally calls out "Wordo." As a check he must then pronounce the words that he has covered before he is declared winner of the game.



WORDO				
remainder	applause		radiator	tawny
	scull	composition	peasant	horizon
recognize	barbacue	FREE	emergency	stirrup
pleasant		scholar		astonish
witness	novice	straddle	endurance	tendril

--Take the Word. Small groups of from two to six can play and several groups can play at once if enough word cards are available. A set of word cards is placed face down in the center of a table. The first player takes a card from the pile and reads the word. If he reads it correctly, he places the card face up in front of him. The next player takes a card and does the same thing if he knows the word. If he does not know the word, he places the card to the right of the center pile, face up. If the next player knows the word which the previous player did not know, he may pronounce the word and place the card in front of him to start a pile of his own. He may then take his turn at drawing from the center pile. If there are several cards in the small pile of unknown words, a player having his turn may read as many words as he is able from that pile before taking a card from the center pile. Only one card may be taken from the center pile by a player during his turn. The plays continue until the cards are gone from the center of the table. The player with the most cards in his own pile is the winner.

--Matching Card Game. A set of word cards is used. Each word occurs on four cards. The players are each dealt three or five cards. Five cards are placed face up on the table. If the first pupil to play has a card in his hand marked "horse" and there is a "horse" card on the table he may expose his card, pronounce the word and place the two "horse" cards face up in front of him. If he does not have a card on the table, he must discard one of his own cards. and draw another from the pack. If he has a matching card, but cannot pronounce it, he places it on top of the card on the table which it matches, and draws a card from the pack. If a pupil can make more than one match at a time, he may do so. Drawing a card from the pack ends the play. The second player follows the procedure of the first, except that he may match with and pronounce any cards face up on the table and take them. For example, if the first player has taken "horse" and the second player has a "horse" card, he may take the two cards in front of the first player. Another player possessing the fourth "horse" card may in turn claim the three "horse" cards already collected. The same procedure is followed with respect to the pairs of triplets of cards that collect in the center of the table because of failure on a player's part to pronounce them. When the pack of cards is exhausted, the players continue as before, except that they do not draw. The hands are soon played and the game is over. The player with the most cards before him has won.



4. *To rapidly identify vocabulary using context clues*

--Help the Reader. One player reads a story. He stops frequently at some point in each sentence and says, "Help me." He may stop at any time, near the beginning, in the middle, near the end, or whenever the next word seems obvious. The first player to help the reader by stating the next word in the story correctly, scores a point. If several say the same word correctly, each one scores a point. The player with the highest mumber of points for a given period of play is the winner.

5. *To differentiate words having similar configuration by using the words in meaningful sentences*

--Write, in pairs, words that may be confused through reversals, for example, was, saw; net, ten; war, raw; trap, part; pool, loop; pan, nap; pals, slap. Use one of the words in each pair in an oral sentence and ask pupils to point to the one you used. Encourage close scrutiny of each pair and note differences in form and meaning. Then have the pupils use the words in oral and written sentences.

C. Phonetic Analysis

1. *To differentiate sounds by reproducing and identifying each sound*

--Auditory Discrimination. Some pupils may test the other's auditory discrimination by reproducing some of the noises of a story and having the others tell what they hear; rub two pieces of leather together, strike a metal object against stones, imitate the sound of horses' feet by softly clapped hands, etc.

2. *To differentiate and identify words*

--Listen closely. Select a good reader, one who pronounces words clearly and does not read too fast. Form 2 teams, and instruct players to listen closely for certain types of words. For example, words that rhyme with given words, that contain given syllables such as at or ell. The leader then reads a story from a book, magazine, or newspaper. Whenever a player hears a word fulfilling the requirements, he repeats it and scores a point for his team.

3. *To identify and relate rhythm and sounds heard in poetry*

--Create feeling and enthusiasm. Because much of a young child's enjoyment of poetry is in the rhythm and sound, read all poems aloud to the children before you ask them to read. Encourage the children to use their imaginations. Have them tell what pictures they see, sounds they hear, and feelings they have.

4. *To construct and relate rhyming words from a given word*

Rhyming Words. Each group of pupils is given one word such as "drink." Allow three minutes for them to list rhyming words for their word. The group having the largest number of rhyming words wins. Other words are then given.

--Rhyming. Two teams of any number of players may play this game. One team leaves the room while the second team chooses a word for which there are several rhyming words. When Team 1 returns to the room, Team 2 tells them a word that rhymes with the chosen word as a clue. For example, if the chosen word is "lake," Team 1 is told "bake." Then Team 1 pantomimes every word its members can recall that rhymes with "bake." When they pantomime "lake," it is Team 2's turn to leave the room.

5. *To identify meaning of specific words that relate to sound*

--"Sound"-Word Game. A group may play a "sound"-word game. The one who is "It" draws a card from a set of word cards. He asks a player to pronounce the word, tell what might make the sound, and when such a sound would be made. If the one called upon is able to meet the requirements, he becomes "It." If not, the first "It" has another turn. The following are some words which may be used:

neigh
grind
squeak
gasp
drip
bray
thud
yelp
shriek
moan
bark
swish
screech
mumble
scream

6. *To identify words from a given list having the same beginning consonant sounds*

--To aid in the recognition of beginning consonant sounds, have partners try to write a sentence in which each word begins with the same letter. At the end of a given period of time, have the sentences read. The partners who have written the longest meaningful sentence win the game. All groups should be working with the same beginning letter at a given time. Groups may make sentences such as:

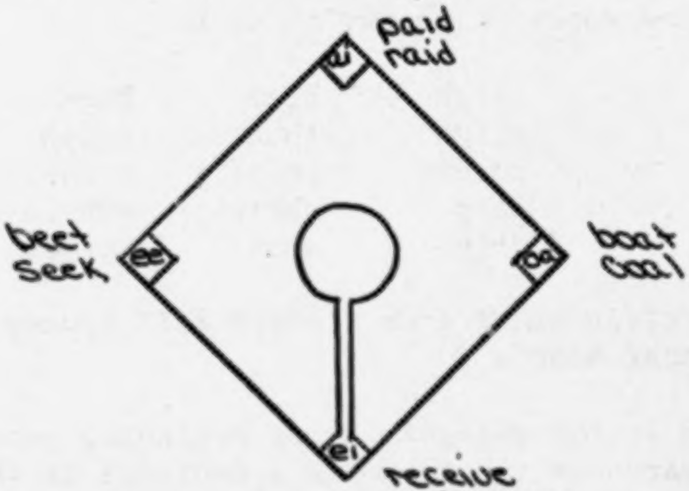
Both buds became beautiful blossoms.
Five famished frogs finally found food.

--Sentence Races. Partners may try writing a meaningful sentence in which each word begins with the same letter. Suggest the letter b. At the end of a given period of time have the sentences read. Those partners who have written the longest intelligible sentence in which all words begin with b, win a point. Example: Bad boys bring big black bugs.

--Shuffleboard. Cover a space on the floor with wrapping paper approximately the area of a shuffleboard and mark off squares desired. In each square write or place an initial consonant or blend. Have the player toss a beanbag or a chalkboard eraser into a square and give as many words as he can beginning with that sound. A point is scored for each word. Insert new consonants or blends as needs change.

7. *To construct words by using phonetic principles*

--Baseball. Draw a baseball diamond on the chalkboard. Write one of the digraphs, ai, ea, oa, ee, ie, or ui at home plate and at each base. The child who can write a word with the corresponding digraph for each base gets a home run. The game also may be used to give practice in using diphthongs, long and short vowel sounds, or consonant blends.



8. *To combine beginning and ending sounds to create words.*

--Beginnings and Endings. Write one column of word beginnings and another of word endings on the chalkboard.
Example:

br
th
st
cl
dr

ock
eam
ake
ing
ink

The object is to combine the beginnings and endings to make as many words a spossible from them. Pairs or individuals may compete. The pupil or pair making the most words wins. Other beginnings may also be added to the given endings and other endings to the given beginnings.

9. *To select words having identical beginning and ending sounds*

--Beginnings and Endings. Two teams are formed. A leader pronounces one word, such as "cake." The players think of words having the same beginning and ending letters as "cake." They might respond with "cackle" or "code." A point is scored for each correct word given during a limited amount of time. The team having the most words wins.

10. *To construct words using contest clues*

--Add a Letter. Lists of words may be given whose meanings can be changed by adding a letter at the beginning or end of the word. Pupils challenge others to make new words. Some examples are:

boa	Add a letter makes a vessel.	(boat)
ease	Add a letter that makes a frame for holding a picture upright.	(easel)
room	Add a letter that makes a long-handled brush.	(broom)

11. *To quickly identify and use double consonant words in context*

--I Like Coffee. To aid in auditory perception of letter sounds, play this game with pupils. Say, "I like coffee, but I don't like tea." Have each player say what he likes and what he does not like. Everything that is liked should be a word which contains a double letter. If a player says he likes something which doesn't contain a double letter, such as bread, say, "No, I don't like that. I like butter, but I don't like bread." Continue this way and players will gradually, one at a time, get the point of the game. To vary the game, long vowel sounds in words (as opposed to short vowel sounds) might be used instead of double letters, as "I like cake, but I don't like candy."

12. *To construct words using vowel sounds, consonant blends, and rhyming endings*

--A Phonetic Game. Small groups of from two to six may play this game, using a set of cards with words that illustrate the long and short vowels. Each player is dealt five cards. The rest of the set is placed face down in the center of the table. One card is placed to the right of the center pile, face up. This is the discard pile. Each player tries to build a book of three word cards having the same vowel sounds. As each player takes his turn, he may either draw from the center pile or, if he sees a card on the discard pile which he can use, he may take it. If he has a card which will not help him build a book, he may discard it on that pile. When he has built a book, he raises his hand. That means he is ready to read his three words. If he reads them correctly, he may lay that book down. The player getting the most books wins. This game might also be used for reviewing initial blends, consonant blends, and rhyming endings.

D. Context Word Recognition (Multiple meanings, multi-meaning words, special vocabulary and dictionary)

1. *To solve word puzzles utilizing contextual clues*

--Crossword Puzzles. There are many sources of crossword puzzles for children. Copies may be made and kept on hand. Begin with modified puzzles and progress according to the ability of the groups. A sample one:

1.				b	o	y			
2.			h	o	u	s	e		
3.		t	o	r	n	a	d	o	
4.	H	a	l	l	o	w	e	e	n

1. A child (boy)
2. A building (house)
3. A storm (tornado)
4. A holiday for goblins (Halloween)

--Modified Puzzles. Begin the puzzle with a six-letter word. Drop one letter and rearrange the remaining letters to form a five-letter word. Drop one letter and rearrange the remaining letters to form a four-letter word and so on.

1. the kitchen of a boat- - - - - - - (galley)
2. a narrow passageway- - - - - - - - (alley)
3. to cry out in loud tones- - - - - (yell)
4. an extension to a building- - - - (ell)

--Modified Puzzles. Lists of words may be given whose meanings can be changed by adding a letter at the beginning, end, o within the word.
Example:

came	Add a letter that makes an animal. (camel)
count	Add a letter that makes a division of a state. (county)

cot	Add a letter that makes a wrap.	(coat)
dead	Add a letter that makes a great fear.	(dread)

--Modified Puzzles. Give the first letter and the correct number of spaces. The player who fills in the correct words first wins. Example:

1.	to set on fire	k- - - - -	(kindle)
2.	to conduct oneself	b- - - - -	(behave)
3.	the way to be traveled.	r- - - -	(route)

--The teacher prints on the board a list or words in scrambled form. Alonside each she may give some clue, such as the definition, classification, etc. Children are asked to reassemble the words.
Example:

1.	t-h-n-e-a-d-e-r-u-n	This word means "below".	(underneath)
2.	h-c-e-r-e-c-s	This word means "howl".	(screech)

2. *To identify a word with its definition or synonym by matching*

--For children handicapped in reading by limited meaning vocabularies, make up two sets of cards. One set should contain the pupil's own difficult vocabulary words, and the other, the definitions or synonyms of these words. Have the child match the two sets of cards. This exercise may be made self-corrective by putting the same number or letter on the backs of card pairs. New cards may be added as pupils' needs change.

3. *To identify words through definitions or contextual clues by placing on a puzzle chart*

--Crossword Puzzle Chart. At first, children will need help in using the chart, but later they may use it independently. So that groups of children may participate in the construction of crossword puzzles, a large chart is needed. It may be made on a piece of tagboard. The chart should be marked off in 2½ inch squares.

PUZZLE CHART

							D				R			
							E				A			
		C	A	C	T	U	S				N			
		O		O			E				C			
		R		W			R	O	U	G	H			
		R		B			T							
		A		O										
		L		Y										

There should be approximately fifteen squares across and fifteen down. Just above the lower line of each square there should be a 1½-inch horizontal slit into which the anagram letter squares may be inserted. The chart is backed by another piece of tagboard. It should be attached by staples or paste in such a way that a pocket is formed below each of the slits. It will be possible then to insert the letter squares into these pockets.

To use the chart, first pass out anagram letters to pupils. List on the chalkboard the vocabulary words to be used in the puzzle. Start with a short list such as cactus, ranch, corral, desert, rough, and cowboy. The teacher may wish to place the letters for the first word, cactus, somewhere in the middle of the chart. Then she gives a definition or a sentence in which the desired vocabulary word is omitted, as: The cow pony was enclosed in the ______________. The children are to identify the word. Pupils having the letters that make up the word place them in proper order on the puzzle chart, trying if possible to cross some word already on the chart. The teacher continues to give clues, and the children furnish the words on the chart. After all of the vocabulary words have been used, other words may be thought of which will fit into the puzzle. Once the children have gained skill in making simple puzzles, they may try to use all new words in a given story on the puzzle chart.

In order that pupils may work the group-constructed puzzles later an an independent activity, the best puzzles should be copied from the chart on graph paper. They should be numbered and used as the answer key. Several blank puzzles may be made up in the specific pattern of the key, complete with numbers and definitions.

--Acrostics are word squares in which the words read the same down as across. The squares for the acrostic may be drawn on the chalkboard or individual copies may be made. Clues are given for the numbered squares in the same way that clues are given for a crossword puzzle.
Examples:

	1	2	3	4
1.	d	r	o	p
2.	r	a	v	e
3.	o	v	e	n
4.	p	e	n	s

	1	2	3	4
1.	c	l	o	d
2.	l	u	r	e
3.	o	r	a	l
4.	d	e	l	l

II. Comprehension

A. Retention of Information

1. *To listen and give a correct answer to a specific question*

--Searching for the Action. A child acts out silently a part of a story just read. The other children look for the place telling about it in the story. The one who finds it may read it aloud.

--A take-off of the television program "What's My Line?" using characters in the story as contestant is an exciting activity for students of this age level. Select certain students to portray the characters in the story and have the class try to guess their identities.

2. *To read and follow specific directions*

--Flying Dutchman. Write directions on the chalkboard for playing this game. The directions will of necessity have to be adjusted to the particular classroom, gym, or play space. Do not give any oral explanation for the directions. The pupils read the directions and then play the game!

Example: 1. All children stand. 2. Children walk to the front of the room. 3. Children make a circle. 4. Children join hands. 5. The two children whose joined hands are touched by the teacher are "It." 6. Those two, still joining hands, run around the circle. 7. Children in the circle close up the hole in the circle. 8. Those who are "It" tap two others on their joined hands. 9. The two who were tapped run around the circle in the opposite direction from "It." 10. If the children who are "It" reach the hole in the circle before they do, the children tapped become "It."

--Post notices of classroom events and assignments of duties for the pupils to read by themselves.

3. *To read and respond to specific questions*

--The children are provided with a copy of a metropolitan newspaper and a problem to solve; the solution of which is to be found in the paper. Examples:

> You want to send a letter to England on the Queen Mary.
> By what time must the letter be at the dock? Where is
> the dock? When will the letter arrive in England?

--Puzzle Maps. Cut maps from old geography textbooks or atlases. Cut each map into ten or fifteen small pieces and place in an envelope. Write five questions regarding the map on the outside of the envelope. The pupils put the map together and write answers to the questions.

--Cards to encourage free reading. Each card contains the name of a book and a chapter to be read. The child must turn to the table of contents to find the chapter, read the chapter, time himself, and answer two or three questions on the reverse side of the card after he finishes reading.

4. *To read material and write an accurate description*

--What Scene in History Is It? Give accurate descriptions. Let each pupil choose some historical event of interest to him, such as Amundsen's ocean landing or the Wright Brothers' first successful flight, and write a vivid, accurate description of the event without giving away the hero's name or place where the event occurred. Later let pupils read their paragraphs. Other pupils may guess the answers.

B. Organization Skills

1. *To place the parts of a sentence or story in proper sequence.*

--Story Dioramas. Let each pupil select one episode or main event about which he wants to make a diorama, or have pupils work in groups.

Cardboard boxes with the top and one side cut off make good stages. Pupils may paint the background, then spread the sand and arrange the terrain. Pipe-cleaner figures may be dressed for characters. Research should be carried on to make scenes as authentic as possible, eg, the Arabian camel has *one* hump. When the dioramas have been completed, have them displayed around the room in sequential order.

--Place sentences on the board, with each part of a sentence on a separate line and the parts in mixed order, for example:

__________ the honking geese
__________ the loud noise
__________ was made by =

Have the children decide which is the beginning, the middle, and the end of the sentence and label the parts 1, 2, and 3. Then have the complete sentence read aloud.

--Tell pupils that sometimes we can understand why one action follows from another in a story even though the text doesn't tell us why. Sometimes we can even join two sentences together with the word *because* to show that one tells what happened and the other tells why it happened. Write pairs of sentences from a story the children have read and encourage them to put the ideas of the sentences together in one sentence containing the word *because*.

--To direct attention to the sequence of events in a story, have pupils review the story action, using such words as *first, then, next, after that, finally* in brief sentences. Then have them skim the story to note words or phrases that cue the reader to the time *when* certain events occurred and *how long* a period of time the events cover.

2. *To place in proper sequential order the parts of a paragraph*

--To give practice in recognition of story sequence, cut short stories into single sentences, numbering each on the back in proper sequence. Put each story into an envelope. Write the following instructions on the outside of each envelope: "These sentences are mixed up. Arrange them in the proper order to make a story. When you have finished, turn the sentences over, keeping them in the same order. On the back you will find the numbers, 1, 2, 3, 4, 5, etc. If they are in the proper order, you have arranged the sentences correctly."

You may wish to have a number of these envelopes on the independent activity table. If so, file the envelopes in a small box, and attach the directions to the box.

3. *To read directional material and follow the instructions*

--Follow Directions. For pupils who need practice in following directions, make out mimeographed sheets and have pupils do as directed. Directions such as the following may be used:

1. Beginning with G, write the letters back to A.
2. Write your name and address as they would be written on an envelope.
3. Turn to page 140 in your dictionary and copy the two guide words.
4. Look at the sixth unit in the table of contents. Find and write the title of a story.
5. Write the number of boys and the number of girls in your classroom.
6. Draw an inch square and put a cross in the center.

--Make Believe. Pass out cards to the pupils with a set of directions on each card. Sample directions: Make believe you are a mechanic. Make motions to show you are lubricating an automobile.

Each pupil takes his turn at pantomiming the directions written on his card. The group tries to guess the directions from his pantomime. The pupil reads the directions to them after the group has guessed.

4. *To stimulate interest by decoding instructions and announcements*

--Give simple instructions in codes. One simple code is to add an extra letter after each letter in each word in the sentence. Any letter may be added.
Examples:
Hbetrle ims az npeiw bgowork tvo rxecand.
Here is a new book to read.

--Write simple announcements on the chalkboard, omitting vowels. This is a reminder that consonant letters form the framework of most words. For example, N_sch__l t_m_rr_w. Have pupils make up their own codes and test others.

5. *To skim rapidly and relate relevant information*

--The child is given a clipping from a newspaper. He is allowed fifteen or twenty seconds in which to read the heading and subheads. He is then asked to tell what he has read. When proficiency in reporting on the headings has been attained, the first few paragraphs of the article may be included. The usual style of writing a newspaper story may well be discussed with the class. They can be taught to recognize the first condensed account, the second longer story, and the third most detailed account.

6. *To select and reject material to fit a certain purpose by listing words pertaining to the subject*

--The pupil is given an entire page of newspaper. The teacher asks him to find as quickly as possible an article about some particular subject discussed in a story on that page, and times him. To increase the child's ability to spot quickly in a newspaper the articles in which he is interested, the teacher and the pupil select a subject, and the pupil lists all the words for which he might look in a newspaper to find an article dealing with the subject. For example: *Aviation*-Airplane, Plane, Flight, Air liner, DC-6, Constellation, TWA, etc.

7. *To note relationships of time and place by selecting all phrases that mark the beginning of each story event*

--Guide children in selecting from a story the "time" or "place" phrases that mark the beginning of each story event; write these phrases on the board. Then have children tell what took place at each of the various times or at the various places. Next have pupils use these phrases as guides to retelling the story. This same type of procedure may be used with a sequence of important bits of conversation or of auditory or visual images.

8. *To identify main and subordinate ideas by arranging them in simple outlines*

--Using a modified outline. Instead of the usual topical outline, the children are given a modified form which consists of a horizontal line separated into sections bv vertical lines at regular intervals. Initially the outline form is developed by the children under the teacher's guidance. A selection is read and main ideas are discussed. The outline is filled in by the teacher, who makes use of the children's ideas. When the children are familiar with this device, they are encouraged to work out individual outlines. Examples:

The Polar Bear

The polar bear lives far, far away in the north. His home is on the islands of the Arctic Ocean. The islands are covered with snow all the year. These islands are called the polar country.

Only animals that can stand the cold live in the far north. The polar bear is one of these animals. He has a thick coat of white fur to protect him from the cold. Even the soles of his feet are covered with thick, long hair.

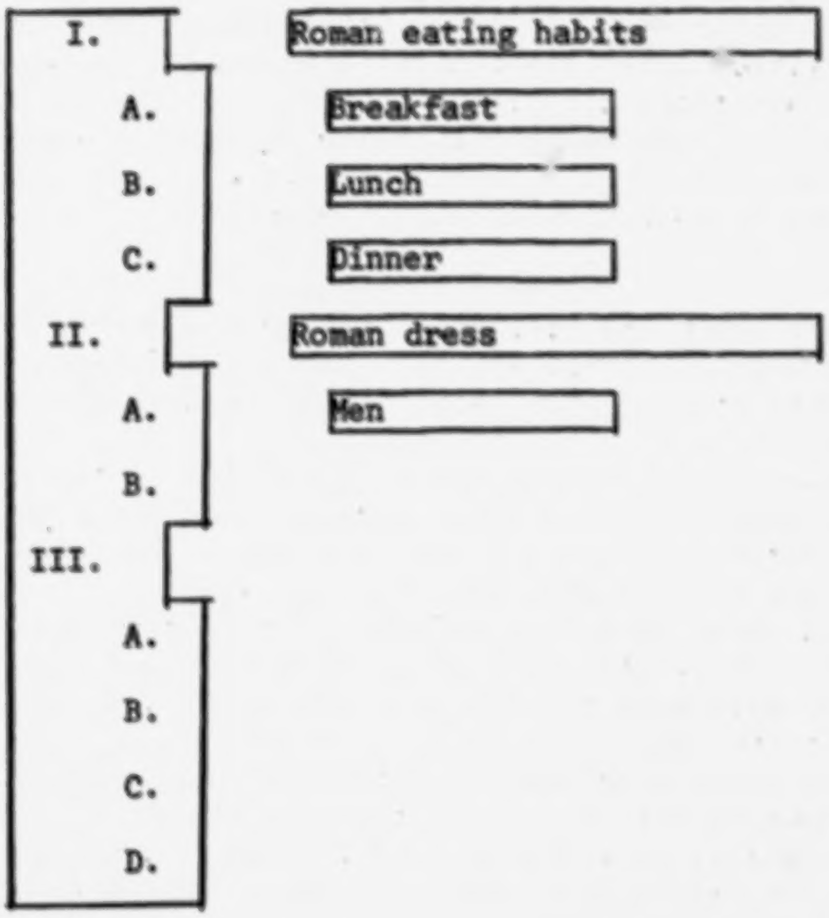
The polar bear is a fine swimmer. He seems to be more at home in the water than on land. Using his paws as paddles, he is able to swim many miles out to sea. The bear is very playful in the water, too.

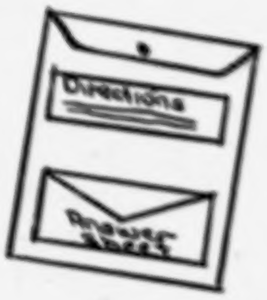
When the polar bear becomes hungry he hunts for food. He prowls about on the ice during the long winter nights looking for fish, seals, or walruses. If he sees a seal, he creeps up and kills it with a blow of his forepaw. The bear uses his sharp claws to catch fish.

The Polar Bear

Location	Fur	Habits	Food
In far north Where there is always snow	Very thick to keep out the cold White as snow	Fine swimmer Paws as paddles	Found on ice Fish, seals, walruses

--Materials needed are a short selection that could be simply outlined, the outline form (as illustrated in the diagram on the next page) on tagboard, and specific phrases needed to complete the outline. The latter might also be on tagboard. Store these materials in a large envelope. Attach a smaller envelope in which an answer sheet may be placed. So that the pupils may work independently, write simple directions, such as, "Read the story and make an outline with the material you will find in the envelope. Then check your work on the answer sheet." There should be available to the pupils a number of these exercises. Number them according to their progressive difficulty. In the easier group the teacher may wish to furnish all the main headings and have pupils supply some or all of the supporting details. In the final exercises the pupil might be asked to furnish all the parts of the outline.





C. Evaluation

1. *To differentiate between fact and fiction by discussing both in relationship to reality*

--You may wish to have pupils talk about things in a story that let them know it's just make-believe and not supposed to be anything that really happened. Some examples are:

a. Cows are able to read a sign or poster
b. Cows can understand what people say
c. A cow wishing she could eat the bread and cakes in a bakery window
d. Cows learning music by heart
e. Cows answering the question "Did you sleep well?" by bobbing their heads
f. Cows jumping and rolling on the ground when they heard music on a record

--You may want to encourage pupils to talk about and compare real and make-believe stories about animals. If so, say: Have you read any other stories or seen any shows in which animals did things you knew they couldn't really do?..... Do you like that kind of story?.....Why, or why not?.....Think of a story or show you know in which an animal acts naturally and does not do things it really couldn't. Do you enjoy that kind of story more?.....Why, or why not?.....

2. *To predict outcomes by stating possible solutions to material read*

--Guessing story endings. Read short stories to the pupils from magazines or other sources. They should be stories with strong plots in which there exist clearly stated problems for which solutions are needed. Read only to the climax or solution. Then have various children tell what they think the possible solution might be. Then read the ending of the story to see if anyone had the same solution as the author.

3. *To distinguish fact from opinion by analysing and responding correctly to a random selection of statements*

--Directions: Mark an "O" in the spaces to the left of the statement you believe are opinions. Mark an "F" for the statements you consider facts:

O 1. Birds are born with a dread of the bird of prey.
F 2. Unlike words, yawning, frowning, and smiling do not have to be learned.
F 3. Men have great skill as actors and mimics.
O 4. Human beings no doubt had codes at one time, which have been lost because we have developed language to replace them.
O 5. The most intelligent of all birds is the raven.
F 6. Human beings have to learn every single word they use.
F 7. Even some birds that have been raised alone will make the code signal common to wild birds.
O 8. Parrots and birds of the crow family can imitate human sounds.
O 9. A dog can tell which persons get on his master's nerves.

O 10. A bird can learn a new word immediately if he is in a state of excitement.

(The answers are given for the teacher's convenience.)

4. *To analyze and interpret the elements of a story by identifying plot structure*

--Help the children to understand the following facts about a story:

1. A story usually begins with a *setting*. The reader finds out *where* and *when* the story takes place and *who* the characters are. He often discovers *why* they are there. The setting may be only a paragraph or may extend for a page or two. Sometimes an author surprises his reader by beginning with an exciting action; later he goes back and picks up the setting--but all stories have a setting.

2. One or more characters encounter a *problem*. The alert reader identifies the problem as soon as he can. Sometimes several minor problems lead up to a major one.

3. One or more characters find a *solution to the problem*. The characters usually make several attempts before they succeed. The action becomes more and more exciting until finally the problem is solved.

Have the children identify these three elements of a story in an adventure story. Then have two or three pupils retell the story in their own words. If your group is imaginative, someone may suggest an alternative ending for the story and perhaps draw a picture with simple text to explain it, as in the story.

D. Interpretation of Material Read

1. *To feel and interpret action in a story by pantomiming it*

--Choose something exciting that happened in one of the stories you read. Act out this part. Let the other children guess what story you are playing. You may wish to ask some of your friends to be in your play.

2. *To illustrate sentences with magazine illustrations or creative drawings*

--Find a picture. Collect a supply of old magazines which may be cut. Prepare a set of pictureable statements, one statement to be a card. Scatter the cards face down on a desk or put in a large box. There may be two teams. Each player draws four or five cards. He then hunts through the old magazines to find illustrations for the statements he has drawn. He cuts out the illustrations. If he finds none, he may draw a picture himself. When one member of a team finishes, he may help another member. The team that illustrates all of its statements first wins. Example: The dog was looking through the fence.

3. *To build mental imagery by creating illustrations to project the imagery of the written material*

--A poem is often excellent to illustrate. Have students illustrate an entire poem or individual stanzas of a poem.

--My favorite pictures. Each pupil makes a booklet in which he copies paragraphs from books he has read. Each paragraph must be a descriptive one from which the pupil has formed a mental picture. He might copy pictureable paragraphs as he finds them, merely because they appeal to him. He might group them according to subjects he has selected; Paragraphs That Describe Boats, Paragraphs That Describe Animals, etc.

4. *To build mental imagery by dramatization*

--Simple Charades. A charade is a guessing game in which each syllable or word is dramatized. In the middle grades it is better to dramatize words only. The game may be played by two teams. The members of both teams select a category. They may choose to dramatize words from a story they have just read, a myth, a proverb, a simple incident from life, etc. Team 1 leaves the room when Team 2 prepares its charade. When Team 1 returns to the room, Team 2 pantomimes the charade. Team 1 tries to guess the words pantomimed. Team 2 then leaves the room while Team 1 prepares a charade. The team that makes the most correct guesses wins.

--Acting out the news. Three or four pupils may be partners in this guessing game. Each one is given a page of a newspaper. Players take turns at being "It" The one who is "It" selects an item from his page to act out. While he is enacting the chosen item, the others skim the items on his page and try to guess which item he has chosen.

5. *To form imagery by solving riddles*

--Many children's books and magazines contain riddles. Collect them for classroom use. They might be written on cards to be given to the pupils. Each pupil reads his riddle and guesses the answer, if he can. He then reads it to the group. The group tries to guess the answer. Examples:

1. What has four legs, one head, and one foot? (bed)
2. What has a foot at each end and one in the middle? (yardstick)

3. Name three keys that are too big to put in
   your pocket. (donkey, monkey, turkey)
4. What four letters would frighten a thief? (OICU)
5. What can run but can't walk? (water)

--The children are given cards containing such riddles as the following. They guess them if they can and then read them to the rest of the group.

1. Which is easier to spell, fiddle-de-de or fiddle-de-dum? (The first word is spelled with more e's /ease/)
2. Old Mother Twitchett had one eye, and a long tail which she let fly. Every time she went over a gap, she left a bit of her tail in a trap. What is it? (needle and thread)
3. Why shouldn't you put a clock at the top of the stairs? (because it might run down)
4. When is a piece of wood like a queen? (when it is made into a ruler)
5. What state is round on the ends and high in the middle? (Ohio)
6. What did one wall say to the other? (I'll meet you at the corner.)
7. "Deedle deedle dumpling, king of the zoos,
   Put on his stockings, put on his shoes."
   Spell that in four letters. (Spell "that" as follows: t-h-a-t)

6. *To form sensory images by reacting to pictures*

--Display an action picture from the children's reader, magazine or newspaper. Ask pupils to study the picture carefully and imagine that they are taking part in the events. Then remove the picture and ask pupils to describe what it makes them see, hear, feel, and so on.

--Matching. Cut out small, attractive pictures from magazines or old books. Prepare a set of cards with a sentence or paragraph on each card, describing one of the pictures. Preparation will require judgment in selecting material to suit the grade level of the reader. Put the cards and pictures in an envelope. The pupil matches the cards with the pictures.

7. *To identify words and use them in context*

--Present a list of verbs denoting action or motion. The children are asked to fit into each of the sentences the kind of motion they would expect in that particular sentence. If the children are in doubt concerning the meaning of words they are encouraged to consult the dictionary.

scurry
lunge
plunge
zoom
trip
strut
stalk
slink
dash
hobble
bound
trudge

The frightened little mouse __________ across the floor.
The football players, his leg hurt __________ off the field.
Wearily the old man __________ up the hill.

--Present lists of words that are frequently confused. Pupils are told to study the words carefully. When they can use each with ease, they are told to complete given sentences. Words often confused are:

of
from
for

its
is
it
sits

their
them
they
these
those

that
what
why

ever
every
even
never
not
each

with
which
while
white

none
one
any
as

was
saw
sat

think
thing

also
slow
always

own
other

were
went
want

would
should

8. *To construct intelligent sentences by using various directed activities*

--Scrambled sentences. To promote sentence comprehension, write on the chalkboard a number of scrambled sentences. Example:

her with people pride the spoke name
had lifelong true Michael's dream

Have them unscrambled and written down correctly by individuals or partners. Whoever is first to unscramble the words, reads his sentences and wins the game.

--Sentence race. Pupils will enjoy playing this sentence race game. The first player of each team walks to the board and writes a word which could be the first word of a sentence. Each member of his team, in turn, adds a word to the sentence. Each added word must begin with the last letter of the previous word.
Example:

Four rabbits slept the entire evening.
Reluctant tourists saw windswept towns shattered.

The team that first completes an intelligible sentence in which each player has written at least one word, wins the game. It is best to limit each team to four or five players at first. The larger the team, the more difficult the game becomes.

--Scramble. Have columns of scrambled sentences ready on the chalk board, five sentences to a column. Divide the group of players into as many teams as there are columns of sentences. Each team takes one column to unscramble. The first team to finish wins.

--Make a story. Cut stories up into single sentences. Put each story into an envelope. Write the following instructions on the outside of the envelopes. "These sentences are mixed up. Arrange them to make a story." The envelopes may be given to individuals or to partners. If used as a competitive game, use copies of the same story, or stories of equal length. The player or players assembling a complete story first wins.

--Write pairs of sentences that are phrased in different ways, for example:

Every night he mixed   his flour and baked   his bread and cakes.
Every night   he mixed his flour   and baked his bread and cakes.

Have pupils read each pair of sentences, grouping words as shown by the spaces, and select the phrasing that sounds best. Let them experiment with phrasing of sentences in a story.

9. *To locate and identify directly stated topic sentences*

--For pupils who have difficulty in locating topic sentences, set up this independent activity. Collect paragraphs in which the topic sentences are directly stated rather than implied. Paragraphs may be clipped from children's magazines, old textbooks, etc. Paste the paragraphs on cards, on the backs of which are written the topic sentence. Place the cards in an envelope. On the front write the directions, such as, "Read these paragraphs and find the topic sentence (the one that *best* tells what a paragraph is about). Look on the back of the card to check your answer." For pupils who could easily master this exercise, paragraphs in which the topic is implied may be used in the same manner.

10. *To select words that best describe a given situation*

--Choice of Words. Each child numbers his paper from 1 to 15 or 20. The teacher or another child will read aloud a number of phrases or sentences. Each has three words listed after it, and the child should select the two words that best describe what is asked for: Examples:

Write two words out of this list that describe a cold day.
frosty   snowy   warm

11. *To select and utilize words that are appropriate to a particular type of story*

--Print on the blackboard lists of words appropriate to a particular type of story. The children are told to choose the words that can be used with that type of story. For example, the following words could be given:

magic
giant
ranch
sword
corral
dwarf
dude
bullet
lasso
cowboy
gnome
ogre
rescue
maiden
pasture
airplane

Children are told to select words that would best be used in a fairy tale.

12. *To interpret the use of punctuation in poetry*

--Divide the class into three groups according to voice qualities: light, medium, and dark. Duplicate "A Vagabond Song" as follows and have pupils read it in a verse choir.

"A Vagabond Song"

Dark	There is something in the autumn that is native to my blood--
Light/Medium	Touch of manner, /hint of mood;
Light & Medium	And my heart is like a rhyme,
All	With the yellow and the purple and the crimson keeping time.
Dark & Medium	The scarlet of the maples can shake me like a cry of bugles going by.
Light	And my lonely spirit thrills To see the frosty asters like a smoke upon the hills.
All	There is something in October sets the gypsy blood astir;
Light	We must rise and follow her,
Dark	When from every hill of flame
Light/Medium/All	She calls/and calls/each Vagabond by name.

Discuss punctuation clues to interpretation of poetry.

13. *To interpret reading content by dramatizing portions from narrations*

--Dramatizing a portion of a story or play. Televise or give radio versions of story incidents.

14. *To interpret written conversation by using dramatization*

--Hand or stick puppets can be made and the story put on as a simple dramatization using the conversational parts of the important scenes.

15. *To recognize and interpret the uses of punctuation*

--Select a page or a passage that contains many different marks of punctuation. As pupils identify the marks, discuss the purpose of each, and let pupils experiment with oral interpretation to bring out the meaning of each sentence.

E. Appreciation

1. *To compare personal feelings with characters in literary selections through discussions and writing*

--Stories and poems tell about problems, such as daydreaming, wanting to have curly hair, being teased, making decisions. Can you find the stories or poems that remind you of a problem of your own? Did the story or poem help you to solve your problems? How?

2. *To write a story centering around a specific plot or idea*

--Students may be encouraged to write their own stories about:
Why the Giraffe's Skin is Spotty
Why Melons Taste So Sweet
How the Ostrich Got Her Fine Tail-Feathers

--Children's experiences, trips, book reports, or picture interpretations may be written down so that other children can read them.

--Members may write a "scoop" story on the flight experiment at Kitty Hawk and read orally to the class. Students who have had the experience of flying may enjoy writing descriptions of the way it felt, how the earth looked, etc. Those students who have not flown may want to describe how a plane looks as seen from the ground below.

3. *To build an appreciation of language by creating a new word and using it in context*

--Perhaps you can invent a new word. Use it in a sentence, or draw a picture to show what the word means.

4. *To select and interpret poetry through illustration and personal evaluations*

--Students may wish to make a poetry booklet incorporating their favorite poems, their own poems, and their own illustrations.

--Have the children write the story of a poem in prose.

--Use a tape recorder during oral reading of a poem. Play back the tapes to the group.

--Play a record of poetry readings.

5. *To write poetry using simple meter*

--Assign each student a specific month and have him write a verse for that month.

--Have a limerick contest or create a group poem.

--The children should be inspired to carry out at least one of the following:

a. Write a script for a play using metric verse.
b. Write a poem using metric verse.

6. *To compare and contrast character traits through discussions and writings*

--Share with pupils the myth "The Golden Touch." You may retell it yourself or read aloud a version. Encourage a brainstorming session in which children create still another adventure of King Midas.

--Have each of your pupils write or tell brief character sketches about personalities in books they have read. These compositions should not be concerned with the plots of the stories, but they should be interesting descriptions of one of the most important characters in those stories. If they are written, duplicate and distribute them to all of your pupils or post them on the bulletin board for others to read. Include the titles of the books and the authors so others may obtain the books if they find the character sketches interesting.

--Present a creative dramatics presentation of an episode in a story, an event in the life of a famous person, an historical event like the landing of the Pilgrims, or a characterization of a character in a story.

7. *To build literary skill through writings and illustrations*

--Let the children assume that they are writers and artists and make contributions related to the following categories:
   (a) Original stories
   (b) Original poems
   (c) Review of a favorite story
   (d) Original illustration for a favorite story

Let each child choose a category in which he wishes to work. The completed stories, poems, reviews, and illustrations may be submitted to the school paper or local newspaper for possible publication.

8. *To recognize story structure by analyzing plot, style and characterization*

--Discuss with children.

   (a) A story may be a favorite because of what it is about. In all the books, there are parts that tell of hardships, yet of fun and love and excitement, too. Does the story make you think of somethings in your own life?

   (b) A story may be interesting because of the style, or the way it is told. A good author uses words well. What words does the writer use to help you to see where the story took place. What words does he use to describe sounds, feelings.

   (c) A story may be enjoyed because of the plot, or the things that happen. What was the plot of this story?

   (d) A story may be liked because the characters seem like real people. Describe the characters as you see them.

--Write on the board sentences that summarize the main idea in each part of a story. After pupils have read the sentences, ask them to look back over the story and find where each part begins and ends. When children can do this, you might suggest the various divisions in a story and have pupils themselves formulate summary sentences about each part.

--Read aloud the introductory part of a story that children have read - the part that often precedes the beginning of the main story action, giving background information essential to understanding story events and setting up or providing strong clues to the story problem. Then discuss with pupils what was learned from this part - who the main character or characters will be, when and where the story will take place, and clues to the story problem.

--Have children skim the beginning or introduction of a story. Then encourage them to point out just where the main action of the story begins and to tell briefly the story events from that point on. Next, have children go back to the introductory part and tell what they learned from it that helped them understand the rest of the story.

--If the main events in a story occur at different places or at different times, note on the board the time or place phrases from the story that indicate this shift in the time or place of the action. Then ask children to find where each part of the story begins and ends.

9. *To build an awareness of humor and make-believe by demonstrating ways of expressing humor*

--"Stuff and Nonsense", puppet play of humor. Let the pupils plan and give a puppet show demonstrating different ways of expressing humor. The class, working as individuals or in groups, will find or create jokes, silly questions, nonsense verses, and humorous situations. When everyone has his contribution ready, a program of fun can be had by letting pupils make simple hand puppets to do the talking. Try to help children develop a wholesome sense of humor.

10. *To perceive analogous relationships by comparing selections having the same or similar meanings*

--Write on the board several groups of old sayings and have children select the two that have the same or similar meanings:

Self-conceit may lead to self-destruction
Honesty is the best policy
Pride goeth before a fall

Look before you leap
Measure twice, cut once
Don't cry before you are hurt

A big head has a big headache
Better bend than break
Better bend the head than bump the forehead

11. *To enrich and extend word meaning by classifying, illustrating or using them in context*

--To help pupils appreciate descriptive words, have them place a list of words under the classifications of *Shining Words*, *Dull Words*, *Sound Words*. Make a card for each of these three classification titles. Make smaller word cards containing words such as *skimmer, glisten, sparkle; gray, dingy, gloomy, thump, splashed, crackle.* Store the cards in the self-corrective boxes and have pupils work at this independently.

As a variation of this activity, divide a group into teams. Have each team list as many words as they can think of for each classification.

--Multiple Meanings. To aid pupils in recognizing multiple meanings of words, have them find pictures in magazines (or draw pictures) to illustrate the various pictureable meanings of a word. For instance, if the word *tongue* were used, the following eight meanings could be pictured:

1. Tongue of a shoe
2. Tongue of a bell
3. A person's tongue
4. Moveable pin in a buckle
5. Tongue-and-groove board
6. Tongue of land projecting into the water
7. Tongue, meaning language
8. Tongue of a wagon

Once this type of activity has been completed, it could be used as a display for a bulletin board. It could also be used as independent activity material for pupils who would profit from matching meanings with pictures. Other words with three or more pictureable meanings that might be used are *lock, scale, diamond, trunk, cradle, flank, sucker,* and *band.*

--As a word enrichment activity, let a superior reader collect all the similes he can find in his reading. These may be similes regarding speed (as fast as -), color, size, shape, etc. These may be simply presented to the class or used in a bulletin-board display. Read the following list of clichés aloud or list them on the chalkboard, then have pupils change them into fresh, new similes of their own.

Awkward as a pig on crutches
As gentle as a lamb
Swim like a fish
As grouchy as an old bear
As mad as a hornet

As happy as a lark
Run like the wind
As quick as lightning
Sleep like a baby
As sly as a fox

--Talk about characteristics of animals. Duplicate the following animal allusions (without answers) and let the pupils complete the phrases

As wise as an __________. (owl)
As proud as a __________. (peacock)

As blind as a ________. (bat)
As playful as a ________. (kitten)
As clumsy as an ________. (ox)
A slow as a ________. (tortoise)

--Have pupils think of imaginary animals or people about whom they could write a short, humorous poem. Have pupils experiment with poetry, using whatever form or rhyme scheme they prefer. Encourage them to try to work into their poems some alliteration of a coined word or two to heighten the humor. If some pupils have difficulty in thinking of a subject, suggest that they try to write a poem about "Barney the Befuddled Brown Bear of Beaver Springs" or "Sam the Salamander of Central City."

--To give pupils practice in adapting definition to context, which calls for transporting the order of words, write such definitions and sentences as the following, underlining the italicized words in each sentence:

transplant - plant again in a different place
Mother wanted to *transplant* the ivy.

acquaint - make familiar
Mary wanted to *acquaint* Bill with the rules of the game.

Ask pupils to rewrite each sentence, using the definition instead of the word. Explain that they will need to rearrange the order of the words to make a smooth-sounding sentence.

12. *To perceive relationships by reading and illustrating literary selections*

--Discuss the work of an illustrator. Help the pupils find the names of the artists for this book. Then let them examine the pictures in the book to find what parts of stories the artists wanted to make clear to them. Suggest to the pupils that they become illustrators for a poem, study it, and decide what they would draw if they were the artists.

--Select a story for retelling in which there is a good deal of simultaneous action or overlapping events. Note children's use of such expressions as *at the same time, while, as soon as, then,* which indicate a grasp of time relationships.

--Recall an incident in a story that has just been read and ask pupils to tell what happened just before and just after the incident. You might also use this same procedure with a picture in the story, or a story character's comment, or a description of your visual image of a particular event or scene.

--During the discussion of a story that the group has just read, ask "why" questions to bring out important cause-effect relationships. Ask, for example, why various story characters thought, behaved, and reacted as they did. Encourage children to give their answers in complete sentences that use the word *because*. Then ask pupils to find passages in the story that support their answers.

--Ask children to tell why a particular story turned out the way it did. Then suggest another event in place of one of the major events or another emotional reaction on the part of the major character and have pupils tell how the change would have made the story different.

--To help children classify things under a general heading, write on the board a list of words naming various plants and animals (*rose, bear, coyote, violet, horse, buttercup, columbine,* and so on). Ask pupils what two general classes of things the list contains, and have the words arranged under the two headings, "Plants" and "Animals". Then suggest that the list be further subdivided into such classifications as "Wild Animals," "Wild Flowers." You will think of many other lists of words that pupils can classify under such headings as "Famous People," "Artists," "Explorers."

--Write lists of terms such as *barracks, drill ground, taps; violin, concert, band; type, presses, ink.* Ask, "Which would you find in a print shop? in a military school? in a music school?" To vary the procedure, suggest titles of stories that children have read and ask pupils to tell in which story they would be most likely to read about each object. Or write two headings, for example, "Wild Animals," "Domesticated Animals." As you mention such animals as cougar, bushmaster, pony, polar bear, llama, Husky, have pupils tell under which heading each animal can be listed.

--There are many possibilities for classifying ideas or stories after a particular unit in the reader has been completed. For example, after the biographical unit ask: "What famous people did you read about during this unit? What kind of accomplishment brought each one to fame? Which ones started very early in life on the kind of work that was to make them famous? Which ones overcame handicaps?" This technique can also be used to lead children to classify types of stories - "Which stories that you have read this week were biographical stories? Which were stories about the word of nature?"

]3. *To visualize setting and character by creative dramatization*

--Dramatizing a Scene. A pupil selects a favorite scene from a story he has read to dramatize. He makes the characters using pipe cleaners, clothespins, dressing dolls or puppets, etc. He manipulates the figures and uses his voice for the voice of each character. If his story is unfamiliar to most of the class, he might omit the ending in order to tempt others to read it.

14. *To write a story using descriptive phrases*

--Distribute the same group of descriptive phrases to each child in a small group. Have the children use the phrases in a short original story. After they have finished, have the stories read. It will be interesting to the children to realize the variation of thoughts that can come from the same group of words. Phrases such as these might be used:

A. black smoke
siren blowing
men in black rubber coats
water pouring from a hose

B. brilliant sunshine

C. scorching hot sand
crashing breakers
sand castles

15. *To recognize plot structure by analyzing parts of a story*

--Recognizing Story Problem or Plot Structure. Write the words *who, what, when, where, how* on the board, and under these words list such phrases as *in the yard, after dinner, very softly, John and David, the caves*. As each phrase is read aloud, ask children whether it tells *who, what, when, where* or *how*. Then have the pupils turn to a specific page in their book and guide them in identifying and listing that tell *who*, *what,* and so on.

16. *To compare and contrast different interpretations of the same selections through discussions and in writings*

--Encourage the pupils to discuss the different versions of folk tales. Help them understand that folk tales are handed down by word of mouth, and thus are likely to be changed by the person relating the tale. Emphasize this point by having pupils compare a single news item reported in several newspapers.

--A tall tale is usually a story about someone who does astonishing things with the greatest of ease. Can you write a tall tale?

F. Rate of Learning

III. Study Skills

A. Using Textbooks

B. Using Visual Materials

C. Library Structure

1. *To recognize library structure by organizing a room library*

--You may wish to begin a file of original stories which your pupils have written themselves, either individually or as a group. Keep the stories in manila folders according to general topics. For example, you may have a folder containing stories about the circus, another with stories about animals, one with fairy tales, etc. It might be a good idea to supplement this material by asking pupils to bring to class storybooks or magazines in which they have found stories of particular interest. Reference cards showing the name and author of the story, and the title of the book or magazine in which it can be found, could be placed in the folder containing original stories of the same topic. Persistence in collecting and filing over a period of time will lead to an immediately available collection of stories dealing with many topics.

2. *To recognize and understand library structure by utilizing the Dewey Decimal classification in locating specific materials.*

--Dewey Decimal Classification. Place the correct Dewey Decimal Classification number and heading for each subject below. Example: Mathematics 500-599

000-099	Books covering many subjects-encyclopedias	GENERAL WORDS
100-199	Books of the human mind--psychology	PHILOSOPHY
200-299	Books of all types of worship	RELIGION
300-399	Group life--government, laws, social	SOCIOLOGY
400-499	History and speaking of all languages	PHILOLOGY
500-599	Science materials--mathematics, chemistry biology, zoology, astronomy	PURE SCIENCES
600-699	All ideas and inventions man has made to improve his standard of living	USEFUL ARTS (Applied Science)
700-799	The creative arts--paintings, music, etc.	FINE ARTS
800-899	Literature of all kinds of all countries	LITERATURE
900-999	History of the world--people	HISTORY, TRAVEL, BIOGRAPHY

--Fill in the correct Dewey Decimal Classification

(1) Insects ______
(2) Poetry ______
(3) Farming ______
(4) Baseball ______
(5) Weather ______
(6) Fairy Tales ______
(7) French Dictionary ______
(8) Birds ______
(9) Encyclopedias ______
(10) Music ______
(11) American History ______
(12) Bible ______
(13) Cooking ______
(14) Government ______
(15) Biography of
George Washington ______

--Fill in the subject name for each of these main classes:

000 ______________________________
100 ______________________________
200 ______________________________
300 ______________________________
400 ______________________________
500 ______________________________
600 ______________________________
700 ______________________________
800 ______________________________
900 ______________________________

--Write the main class number for the following books:

(1) All about the Insect World ______
(2) Bible Children ______
(3) My Village in Norway ______
(4) Jets and Rockets ______
(5) The First Book of Words ______
(6) Let's Go Boating ______
(7) Famous Fairy Tales ______
(8) A Book of Myths ______
(9) What Does a Librarian Do? ______
(10) Poems for Children ______

--Rearrange these Non-Fiction call numbers in correct order.
Look at the numbers before you look at the letters.

(1)

523 Ab	523.1 Mo	523 Mu	520 Zi	523.1 Gi	523.2 My
(2)	(5)	(3)	(1)	(4)	(6)

(2)

400 Sa	625.3 Su	398 Go	292 Bo	973.2 Da	973.1 Ah
(3)	(4)	(2)	(1)	(6)	(5)

--Find the books numbered 970.1 on the library shelves. What is the subject of these books? Indians

Find the subject for which the following Dewey Decimal numbers stand.

523 ____________
394 ____________
629.4 ____________
973.7 ____________

List 2 subjects you are interested in. Find the Dewey Decimal number which stands for each of these subjects and write it down.

____
____

--Write the numbers of the Dewey Decimal group in which you would expect to find the following books:

The Pilgrims and the Plymouth Colony	(900)	600-699
Fun with Magic	(700)	900-999
Model Jets and Rockets for Boys	(600)	700-799
Florence Nightingale	(900)	800-899
Poems for Children	(800)	200-299
Insects on Parade	(500)	500-599
Legends of Paul Bunyan	(300)	400-499
A French ABC	(400)	300-399

--Write T (if true) or F (if false to the following:

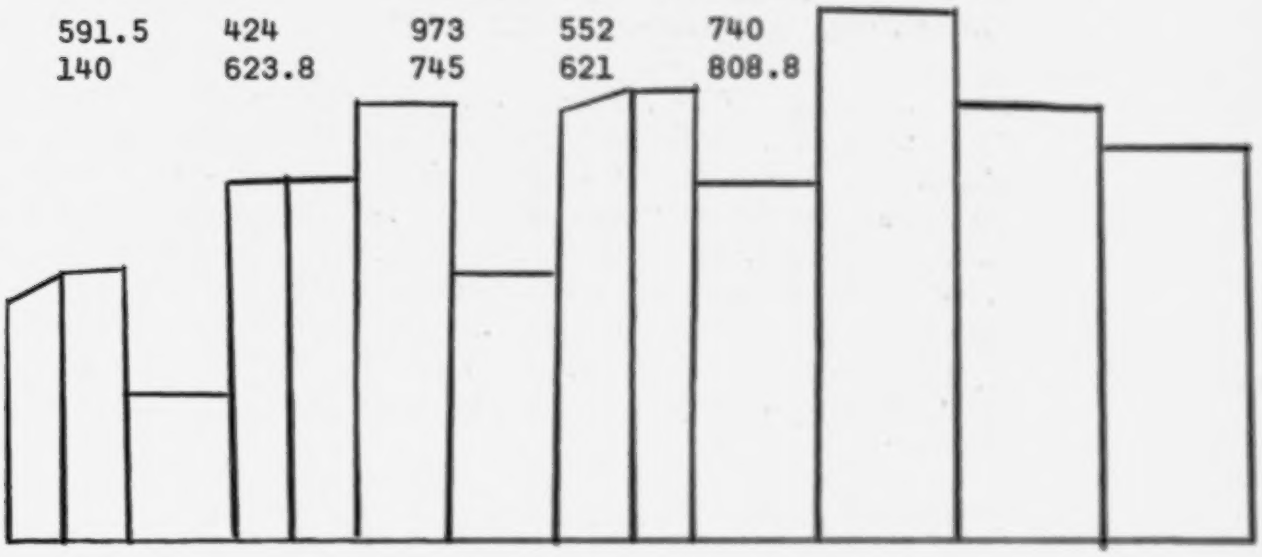
1. Most school libraries arrange their books according to the Dewey Decimal System of Classification. ____
2. A system is a plan, or order, or a certain way of arranging things. ____
3. In the Dewey Decimal System of Classification the books are all arranged by the author. ____
4. The Dewey Decimal System is so called because a decimal point is sometimes used. ____
5. In the Dewey Decimal Classification System there are eleven main divisions. ____
6. When we walk around the library, class numbers get smaller as we go to the right. ____
7. We find books on birds on the 500-599 science shelf. ____
8. Books which tell about dinosaurs are located on the 500-599 science shelf. ____

9. 398 Fairy Tales and Folklore are found on the fiction shelf in the library. ____

10. Books which tell about real facts about airplanes and jets are found on the 600-699 useful arts shelf. ____

--Arrange the following numbers on the make-believe books below as they should be arranged on the shelf in a library.

591.5 424 973 552 740
140 623.8 745 621 808.8



--Alphabetizing. Number the following fiction writers as they should be arranged on the shelves.

Lois Lenski ____
Robert McCloskey ____
Laura Bannon ____
John Tunis ____
Louisa Alcott ____
Marion Renick ____
Miriam Mason ____
Laura Ingalls Wilder ____
Eleanor Lattimore ____
Carolyn Haywood ____
Emma Brock ____
Walter Farley ____
Beverly Cleary ____
Kate Seredy ____

--Call Numbers. Classification Numbers. Fill in the answers.

1. What are the main groups into which most libraries divide their books? ____________

2. What is the system used for classifying most non-fiction books? ____________

3. What is the difference between a Call Number and a Classification Number? ____________

--Write true or false after the statements below:

1. Fiction books are arranged alphabetically by the author's first name. ____
2. 921 classifies our biographies. ____

3. If there is no call number the book is fiction. ______
4. The call number of a book shows the classification and location of a book. ______
5. The marking on the spine of a book is the same as the markings in the upper left corner of the catalog card. ______

3. *To use the card catalog effectively by locating books, utilizing the author, subject or title cards.*

--Card Catalog. The card catalog is the index to the library. The index of a book and the catalog of a library are very similar. The index of a book shows what material the book contains and on whatpage this material may be found. The card catalog shows what books are in the library and where they are shelved. It tells whether the library has any books by a certain author, whether a book bearing a certain title is in the library, whether the library has books on a certain subject, and where any book in the library may be located.

--Study the kinds of entries in the card catalog

1. Author Cards - The author's name is on the first line of the author card. The card will be in alphabetical order in the catalog according to the author's last name. If the library has a number of books written by the same author there will be a separate author card for each book. The author cards for several books by the same author will follow each other in alphabetical order according to title.

2. Title Cards - On the first line of the title card will appear the title of the book. The author's name will be on the second line. Title cards are filed alphabetically according to the first word of any title unless this words happens to be a , an , or the . Then they are filed under a second word. Abbreviations and numbers are alphabetized as though they were spelled out.

3. Subject cards - The subject card has the subject of the book on the top line. The subject is usually all in capital letters - or sometimes typed in red. On the second line of a subject card is the author. The title is on the third line. If you cannot find any material on your subject, you should look under a more general subject.

--Study the example of a catalog card which is given below. Then answer the questions which follow.

598 BIRDS
Da Darby, Gene
What is a bird? Benefic
Press c 1960

1. Which, of the three kinds of catalog cards, is the one illustrated above? ______

2. Is 1960 the date the book was written or the date it was published? ______

3. Who is the author? ______________________

4. Who is the publisher? ______________________

5. What is the title of the book? ______________

6. What does 598 mean? ______________________

7. Make an author card for this book in the space below.

8. What are the first two letters that the above author card which you have just made would be filed under?
____

9. If the author has written several books how would you file it in the card catalog? ______________

--In the card catalog find the title of one book by each of the following authors and give its call number, if it has one.

(a) Robert McCloskey ______ (c) Theodore Geisel ______
(b) Herbert Zim ______ (d) Rudyard Kipling ______
(e) Beverly Cleary ______
(f) Illa Podendorf ______

--Write the call number (or classification number) for each book listed below by using the school library.

(a) A Book of Nonsense ____
(b) Mr. Bell Invents the Telephone ____
(c) On Beyond Zebra ____
(d) Stars ____
(e) Charlotte's Web ____
(f) Fire in Your Life ____

--Find in the catalog a card for one book that might contain information on each of the following subjects. Write the books title, the name of the author, and the call number.

(a) History of Balloon Travel ____________
(b) Alexander Graham Bell ____________
(c) Totem Poles ____________
(d) Famous Ships ____________
(e) Fall ____________
(f) Easter ____________

--Go to the shelves and find books having the class numbers given below. Write down the author and the title of one book for each number.

598.2 ____________
790 ____________
973.3 ____________
621.3 ____________
398.2 ____________

--Five cards, or a sheet of paper divided into five parts, headed as follows: A-E, F-J, K-O, P-T, U-Z are given to the children who are then given a number of books to enter on all the necessary cards.
Example:

Story of Wah Sing, Our Little Chinese Friend
by H. M. L. Campbell
Entered on P-T card for title.
Entered on U-Z card for title.
Entered on A-E card for author.
Entered on A-E card for subject.

--In the collective biographies (920) locate 3 books. Write down their call numbers and copy from the table of contents in each book the names of the four people whose life story you would like to read.

____

____

____

____

--Look in the card catalog for the following subjects. Write the call number, title, and author of two or more books for each subject.

(a) athletic ______________________________
(b) magic ______________________________
(c) insects ______________________________
(d) plays ______________________________

--Biographies. Underline the name you would look under for the following books.

Abe Lincoln Grows Up, by Carl Sandburg
The Story of My Life, by H.C. Andersen
City Neighbor, the Story of Jane Addams, by Clara Judson
The Adventures of Davy Crockett, by Constance Rourke
People in History, by Robert Unstead
First Ladies, by Jane and Burt McConnell
That Lively Man, Ben Franklin, by Jeanette Eaton
Andrew Carnegie and the Age of Steel, by Katherine Shippen
Short Lives of Famous Women, by Paul Wanamaker
On the Trail of Washington, by Frederick Hall
The Story of Mozart, by Helen Kaufman

--True or False.

_____ If you know the name of the book, but not the author, you may find the book by looking for the title card in alphabetical order in the card catalog.

_____ The author's name and the title are given on the first line of a title card.

_____ All titles beginning with the word The are alphabetized under the letter t in the card catalog.

--Suppose you didn't find any subject cards in the card catalog for the subject listed below. Write in the blank a logical subject you could then look under to find information on your more specific subject.

1. Snow ______________________________

2. Carrots ______________________________

3. Farming ______________________________

4. Bugs ______________________________

5. Inclined Plane ______________________________

6. Cello ______________________________

4. *To recognize the parts of a book by identifying the specific information contained in each section of a book.*

--Parts of a Book. Match the following:

_____Title Page

_____Preface

_____Dedication

_____Table of Contents

_____Lists of Maps or
Illustrations

_____Body or Text

_____Appendix

_____Index

a. The main part of a book

b. A list of the chapters or stories in the same order as they are found in the book

c. A message from the author to the readers telling them why he has written the book

d. The author's way of showing his thanks to someone

e. Usually found at the end of non-fiction books ... arranged alphabetically and gives the numbers of the page on which a topic is found

f. Extra

f. Extra material on the subject

g. The "gateway" to the book

h. Tells maps, illustrations, page numbers.

--Match the following:

_____Title Page

_____Table of Contents

_____Body of Book

_____Index

a. Reference room

b. Special topics

c. Main part

d. Full title

e. Name of chapters or selections

f. Cover

--Questions on parts of a book: Use a specific book. Suggestion: a Supplementary Reader.

1. Turn to the title page - where is its location? __________

   Who are the authors? ______________________________

What position do they hold? ____________________________

Who is the illustrator? ________________________________

Who is the publisher? __________________________________

Where was it published? ________________________________

What is the copyright date? ____________________________

2. Does your book have a list of illustrations? ________

3. Find the Preface and read it. How does reading the Preface help you to understand how to use the book?____

____

4. What is the Table of Contents? ______________________

5. Where is the Index located? __________________________

How is it different from the Table of Contents? _______

____

--Find one book of each type listed in the left hand column. Write the title of the book in the second column. Place a check mark showing the parts found in that book.

	Title of book	Title Page	Copyright Page	Table of Contents	Dedication	Acknowledg-ment	Preface, Forward in Introduction	List of Illustrations	Body	Appendix	Glossary	Bibliography	Index
Fiction													
Non-Fiction													
Biography													
Textbook													
Reference													

--The pupil is given a book and asked to fill out a questionnaire about it. Example:

Title:____Author:____Publisher:____Edition number:____Date of publication:____Is there a preface or an introduction?____ What is the purpose of the book?____How long a book is it?____Are there illustrations?____Is there an appendix?____Is there an index?____Is the book well printed?____Well illustrated?____Well bound?____

5. *To classify reference materials by matching the reference book to the needed information.*

--Matching Reference Books.

_____ Almanac   A. Spelling of cough

_____ Atlas   B. Poe's "The Gold Bug"

_____ Dictionary   C. History of the Balloon

_____ Handbook   D. Boundaries of Russia

_____ Story Index   E. U.S. population in 1963

_____ Encyclopedia   F. Parliamentary rules

--Which reference books would you use to find the answers to the questions listed below. Place the letter for each reference book that you could use to answer a question in the blank. There may be more than one correct answer.

A. Encyclopedia   C. Junior Book of Authors   E. World Almanac
B. World Atlas   D. Dictionary

_____ 1. Is the word "place" a verb, noun, or other part of speech?

_____ 2. When was the Gettysburg Address written?

_____ 3. Who is now president of Colombia?

_____ 4. Which children's author has won both the Newberry and Caldecott medals?

_____ 5. In what country was the actress Inger Stevens born?

_____ 6. Where is the country of Palestine?

_____ 7. What is the altitude of the Salten Sea, California?

_____ 8. Is Carolyn Haywood, the author, still living?

_____ 9. Where could one find a copy of the Preamble of the U.S.?

_____10. What does "justice" mean?

_____11. Does the author Robert McCloskey know anything about ducks?

_____12. What is the latitude of Minneapolis, Minnesota?

____13. In which reference book would you find a report on the life of Mark Twain.

____14. Which baseball team has won the World Series most often?

____15. Who was "Stonewall" Jackson?

____16. What is the largest city in the world?

____17. What is the largest lake in the world?

____18. Kentucky is surrounded by which seven states?

____19. What does the saying "Remember the Alamo" mean?

____20. What will be the date for Easter Sunday next year?

6. *To respond correctly to an overview of library structure*

1. Why is the card catalog useful?____________________
2. How are fiction books arranged?____________________
3. How are non-fiction books arranged?____________________
4. What shelf, fiction or non-fiction, would you go to for information about the migration of birds?__________
5. Is it true or false that if you see several books with the same number on their spine that they are all about the same subject?____________________
6. Where is the Table of Contents found in a book?________
7. How is the Table of Contents arranged? __________
8. (a) What volume of the encyclopedia would you choose to look up information on Minnesota? __________
   (b) What volume for information of Abraham Lincoln? ___
9. Where is the index found? ____________________
10. How is the index arranged? ____________________
11. (a) The information you want is listed on pp 6-10. How many pages are used? ____________________
    (b) The information is listed on pp 2, 16, 31. How many pages are used? ____________________

12. (a) Who is the author of a book? ______________

(b) Who is the illustrator of a book? ____________

(c) Who is the publisher of a book? ______________

13. What is a biography? ______________________________

14. What is an autobiography? _________________________

15. What information is found on the title page? _________

16. Would you use an encyclopedia or a dictionary if you wanted information on the Black Hills? ______________

17. Why is it important to look for the date a science book was written? ________________________________

18. How could you find out how many books the library has that were written by Beverly Cleary without going to the shelves? ________________________________

19. Name as many uses of the dictionary as you can: ______
____

20. Whom is the classification System, that is used in most libraries, named after? ______________________________

D. Organization of Material

1. *To recall and summarize details by arranging significant facts in sequential order*

--Specific Comprehension. To reinforce recall of details in sequence, a list of significant statements or phrases are given below in random order. The children should read the assigned selections below and match the statement with each paragraph. Space provided on page 171.

(1) It was Christmas Eve in the pet shop. All the pets were ready to be delivered to the different homes so the children would have them next day. Mr. McHoogle saw the two goldfish in their covered bowl. The canary's cage was securely locked. The two hamsters were in different boxes. The puppy was tied to a chair. The black kitten was running around but he could be caught easily.

(2) Mr. McHoogle threw his page of telephone notes into the fire because the orders were all made up. He laid down the sheet of paper which showed where each pet was to go and decided he had time to get a cup of coffee in the lunchroom next door. He hurried out; he would be gone only a few minutes!

(3) And what did that playful black kitten do? When the breeze from the closing door blew the paper with the list of new owners of the pets, the kitten saw a chance to play. He pawed the paper, tore it a little, pulled part of it under the counter, and rolled the rest of it out of sight over in the corner.

(4) Soon Mr. McHoogle came back. There were all the pets, but where was the list showing where each pet was to be delivered? The list could not be found. What could Mr. McHoogle do? Jane Smith would not want a canary if she had asked for a kitten for Christmas. Bill Burton would not want a hamster if he had specially ordered goldfish. There was only one thing to do. Mr. McHoogle would have to come back Christmas morning and wait for the telephone to ring.

(5) And that was what it did. Next morning some fathers and mothers and even some boys and girls called about their pets. "What happened to my white rats?" "Is there a chance for me to get the parrot today?" Mr. McHoogle said they would all be delivered by noon. He started the new list and soon it was full. And many happy boys and girls saw that their new pets got a Christmas dinner after all.

Fill in the paragraph number.

Paragraph number	Statement
(3)	The black kitten's trick.
(0)	The price of a new puppy.
(5)	The pets delivered for Christmas.
(2)	Mr. McHoogle leaves his shop.
(0)	The visitor to the pet shop.
(1)	The pets are ready for Christmas Day.
(4)	Mr. McHoogle's way of solving the problem.

2. *To recall important details by answering specific questions about a selection*

--Reading for Facts. Excellent practice in reading to get facts can be given the children by the use of material from other school subjects. This procedure demonstrates clearly the advantages of careful reading and also shows the relation of reading to other subjects. A problem or a question may be written on the board. The children are given a short time to read it before it is erased. They then answer questions prepared on mimeographed sheets or written on another section of the board. An example from arithmetic follows:

John's mother sent him to the store. He bought a can of cherries for 35¢ and two cans of soup for 15¢ each. How much money must he pay to the clerk?

(1) Which of the following facts are you asked to find?
   a. The number of cans John bought.
   b. The change he should receive
   c. How much did they cost him all together?

d. How much money John had.

(2) Which of the following facts is told?
  a. The price of each article.
  b. How much money John had.
  c. The kind of soup he bought.
  d. How much he gave the clerk.

(3) Which of the following is the nearest correct answer?
  a. 60¢
  b. $1.20
  c. 30¢
  d. $4.00

(4) To solve this problem, what must you do?
  or
  What is the first step in solving this problem?
  a. Addition
  b. Subtraction
  c. Multiplication
  d. Division

3. *To identify the main idea of a selection by locating, organizing and listing all important details*

--Guide children in selecting from a story the "time" or "place" phrases that mark the beginning of each story event; write these phrases on the board. Then have children tell what took place at each of the various times or at the various places. Next, have pupils use these phrases as guides to retelling the story. This same type of procedure may be used with a sequence of important bits of conversation or of auditory or visual images.

--Suggest that children skim a story they have just read to recall the order in which the main events occurred. While they are doing so, write on the board in mixed order a summary sentence for each main event. Then have pupils read the sentences and decide on the correct sequence.

--Have children organize information they have gained from reading about early and modern inventions, famous people, and the like, in chart form--individual charts or group charts--and add to the charts over a period of time. Frequent reference to a chart of their own making will do much to help children not only organize but remember the information they are gaining.

--Help pupils organize what they found out about the main points in a selection by writing on the board headings like those suggested below. Then, through discussion of pictures and text, help pupils point out information given in a selection appropriate to each heading. Write this information after each heading.

Where cotton is grown?
How is it grown?
How it is used?

--Write on the board the subtitles used in an article. Have pupils skim the part of the article that would come under each subtitle and then tell in a sentence or two the most important thing that happened in each part.

--Organizing. Have the group do a cooperative outline of a story they know fairly well and place it on the blackboard. For example, the story of Hansel and Gretel could start as follows:

1. The woodcutter's family
   a.
   b.
   c.
2. The stepmother's wish
   a.
   b.
3. Hansel's plan
4. Into the woods, etc.

When the plan has been completed one child may start telling the story, referring to the plan. He should stop the story at a desirable point and ask another child to take it up from there. Later, other children take up the parts of the story until it is finished. The outline may also be used as a guide in writing parts of the story to be fitted together and then read back to the rest of the group.

--Making an outline. The child reads a selection. The teacher gives the child an outline for the paragraphs, supplying the main idea of each paragraph by merely indicating the number of supporting ideas that the child should find. Example:

MEN OF LONG AGO

It is hard for us to picture the living conditions of the earliest men. These people wore little or no clothes. They had no real homes to shelter them. Their only weapon were their hands, with which they defended themselves from wild animals. They spoke no language and communicated with one another by gestures and signs.

The earliest men were hunters. They depended upon hunting and fishing for food. Wild plants also furnished part of their food supply. Their homes were rock shelters or rude bark huts. They were unable to tame or make friends with animals.

I. Earliest Man
A.______________
B.______________
C.______________
D.______________

II. Life of Hunters
A.________________
B.________________
C.________________
D.________________

E. Locating Information

1. *To organize and construct a glossary from specific directives*

--Directions. Write complete sentences to answer the questions.

(1) In a glossary, which would come first - Mrs. Anderson's name or Mrs. Weller's name?

(2) Would Mr. Zenith's name be near the beginning or near the end of the glossary?

(3) Which of these names would come last in the glossary: Burns, Perry or Thomas?

(4) Which of these names would come first in the glossary: Willard, Yard, or Valentine?

--Instruct the children to make up a sports glossary using words from a sport story and from other sources such as the sports page in a newspaper. They need not limit their glossaries to any particular sport. This glossary could be kept in the room and added to later.

2. *To solve research problems by utilizing an index effectively*

--Alphabetizing for index. To increase a child's ability to use a dictionary or index quickly and effectively, a papid drill in such an exercise as the following is helpful: What letter comes before f, m etc.? Also, the child is given a group of seven or eight letters to arrange in alphabetical order; for example; t, c, v, h, m, o, s, b, to be arranged thus: b, c, h, m, o, s, t, v. Another device is to ask the children to write in alphabetical order first names or surnames of the children in their group.

--On the blackboard write a list of words which the children are to copy in alphabetical order. For example:

1. make, meal, money, mill, mud

2. shine, sun, sand, sit, sent, sold, still, school, slide

3. made, mat, make, mast, male, market, mail, man, map, machine, magic

--The teacher prints on the blackboard all the material and page numbers contained in the index on a certain topic. For example:

Airplanes
  Advantages of air travel, 112-114
  Construction of, 110
  Definition, 103
  Early experiments with, 104
  How brought to earth, 110-112
  How controlled in air, 108
  Modern types, 104-109

The children are then asked to indicate pages they would turn to for the following information:

Who invented the airplane?
How is the airplane guided?
For what purposes are airplanes used?
How is a plane landed?
How does a modern airplane differ from
  those of past.

--The teacher prints lists of words or phrases and the children indicate how the lists should be arranged in the index. For example:

Cold-blooded animals
Stickleback
Atomic energy

Air pressure
Uranium
Helium

Penicillin
Electronics
Dirigible

--The Fact-Index is rich in definitions. Write a brief explanation after each word:

1. "Blue Boy"________________________
2. Taconite__________________________
3. Helium___________________________
4. Magnolia_________________________

--The children are given a list of questions based on a given indexed book. In each question is one word, which, when looked up in the index, will lead to information furnishing the answer to the question. The children are instructed to select and underline this key word in each sentence. For example:

1. What state leads in the production of coal? ________
2. What is the chief industry in California? ________
3. When are there the most icebergs in the
   North Atlantic Ocean? ____________________________

The children can check their judgment by looking up the answer to the questions.

IV. Wide Use of Reading

A. Development of Interest and Desire

1. *To identify characters, setting and plot through dramatization*

--An interesting assignment might be a first-person television or radio interview based on a book they have read. (One student may interview another with the remainder of the class as an audience.)

2. *To interpret and use vivid language*

--A composition may be written by students using this topic sentence: I know where the expression "She's worth her weight in gold" comes from...

3. *To strengthen reading fluency through preparation and practice*

--Cut into sections a story from a children's magazine or book that is no longer usable. If the story is long enough, distribute one section to each pupil in your room. Have each pupil carefully prepare his section so that he can read it aloud to the class. Since the pupils have not read the story in its entirety, they will be interested in noting how the story unfolds as each pupil reads his section in turn. A story which has a high degree of suspense is particularly good for this activity.

4. *To stimulate interest by class discussion*

--Character Chain. Seat the group in a row. A leader names a character in a book or story. He calls upon a player in the group to respond by naming another character from any book or story whose name begins with the last letter of the leader's chosen character. The player must do this before the leader counts to ten. If he does not succeed, he becomes "It."

--Name the Title. The group may be seated in a circle or in a row. A leader calls out the name of a character in a book or story which the group has read and tosses a ball or chalkboard eraser to one of the players. If the player can say the title of the book that fits the character before the leader counts to ten, he becomes the next leader.

--Review the Story. Seat the group in a circle. Have the players count off by threes. In each group of three, the first player gives the title of a story read by the group. The second player gives the name of a character in the story. The third player tells some incident in the story.

--Have a pupil present an object that is a familiar one from a story which others have read, in which case the group guesses the title of the story. The pupil tells how the object was used in the story.

--Twenty Questions. One small group leaves the room. Those remaining in the room select the title of a book or story. The first group returns and is permitted to ask twenty questions in order to guess the title of the book or story. Another group leaves the room after the first group either guesses the title or must be told.

5. *To build interest in recreational reading by class participation in displays of various reading materials*

--Rotate responsibility among your pupils for maintaining a class bulletin board entitled "Good Reading." The pupils should display book jackets, pictures, or brief, attractive reports concerning recommended books. The bulletin board and the responsibility for its preparation should be changed each week.

--Suggest that the class keep one section of a chalkboard or bulletin board for a puzzle corner. Encourage the children to find other number or word puzzles. Let a committee select one of the contrubtions each morning to put up for pupils to try in leisure moments which they may have during the day. At the end of the day let children discuss their answers.

--Obtain a number of books which deal with events in other countries. Print the titles of these books on 3x5 cards and arrange the cards around the perimeter of a world map. Attach colored string from the names of the books to the geographic locations in which their actions occur. Pupils interested in specific parts of the world can quickly determine the books that deal with that area. Also, pupils may easily note the locale of the story for any of the books they have read.

6. *To improve silent reading by responsing to specific directions*

--Write a question or assignment on a 3x5 index card. Put the cards into a large envelope or box. A pupil may select a card when he has some spare time. Separate envelopes or boxes with different assignments may be prepared for the various reading levels. The pupil should write his name on the back of the card that he has drawn so that he and the teacher know what assignment he has selected. Sample assignment:

> "The book called Sea Star is fun to read. Find it in the library and read it. When you have finished reading it, you may quietly tell a class friend about it. Be sure the friend has completed his work and wants to hear the story."

7. *To identify different forms of literature through research, discussions, creative writings and dramatics*

--Have students compare a folk tale or myth noting differences in theme and characters. Have pupils illustrate or dramatize certain parts of a folk story.

--As a creative writing assignment, ask students to create modern-day tales and relate them to the entire class.

--Suggest to the child. Choose an old folktale or folklore found in stories from resource people (grandparents, parents) which you would like to share with your friends. Plan to read it aloud or retell it.

--Ask individual students to tell a tall tale to the rest of the class. Inform them that the more exaggerated it is, the better. This is an excellent exercise in oral expression. Have individual pupils tell the group some "tales" or "legends" of America. Read sections of W. Irving's "Legend of Sleepy Hollow" to the class.

--Nonsense Rhymes - creative writing. Ask each pupil to take a sheet of paper, then on the top line to write a question, silly or otherwise. Then the pupil will fold over the paper so that the question cannot be seen and pass it to the person at his left. This person writes a noun on the next line, folds it under, and passes the paper to the left again. Each pupil then takes the paper received and writes one or more stanzas containing the question and the noun. For example:

Question (line 1) - Where did you get that wig?
Noun (line 2) - park
Verse - "Where did you get that wig?"
Asked the mouse of the pig.
"I found it in the park
One bright midnight at dark."

The more ridiculous the verses, the more the children will enjoy them. A time limit should be set for composing the verses, then let each child read aloud his verse.

--A Science-Fiction Pictorial Book. Let the pupils work individually, or in groups, to write original pictorial science fiction stories based on a few scientific facts. Some children may wish to invent strange languages for messages to be included in their pictorial stories. Encourage these pupils to explain on what they patterned their letters or characters.

8. *To strengthen enunciation and pronunciation skills by giving an oral presentation to the class*

--Have several children look up game books in the library and teach them to the class.

9. *To evaluate the authorship through discussion*

--Ask the class if they think the author ended a story wisely. Have students write a new ending to a fable.

--Present a dramatization of a story to another class or group.

--Have the students tell you an original tale of trickery, or a modern one they may have read, heard, or seen.

10. *To recognize and use foreign words*

--The children are given a mixed list of familiar words which are Anglo-Saxon, Latin, or French in origin. The children are to separate the words according to their origin. Dictionaries and books on word origins may be used to locate the information.

Anglo-Saxon	Latin	French
he	date	bureau
she	library	chauffeur
have	candle	bouquet
can	street	coupé
near	mass	café

--The children are given a list of native English words. They are to find corresponding words that have come into English from other languages. Examples:

Native Word	Word Directly from Latin	Word from Latin through French
twofold	duplex	double
blossom	floral	flower
tale	history	story
kin	granary	garner
kingly	regal	royal
lone	solitary	sole

--A more extensive list of words may be given to certain groups to classify according to origin. Examples:

Native	Latin	French	Greek	Indian	Spanish
house	annual	valet	telephone	moccasin	fiesta
bed	interest	garage	monarch	squaw	mantilla
door	vital	chef	democracy	wigwam	tornado

B. Research

1. *To build interest by collecting and contributing illustrations to share with others*

--Look in newspapers and in magazines for pictures and stories about any subject. Post them on the bulletin board or make a book about your own interests.

2. *To identify word meanings and use them efficiently in context*

--Look up the word hero in your dictionary. Make a list of the things we think about when we describe a hero. Talk with the group about your idea of a hero. What famous living person is the class hero?

--Suppose that you work for a magazine and have been sent to Africa to take pictures of animals. Make a list of ten pictures that you will want to take and bring home to use with a story about the veld.

--Suppose someone sent you a penguin, an anteater, or one of the other animals listed below for your birthday. Make a list of problems you might have in keeping each of them at home.

baby hippo
baby lion
otter
snake
penguin
anteater

3. *To select and list descriptive words used in literature*

--Make a list of descriptive words used by an author. Make a notebook containing words or phrases.

--An Adjective Story - power of words to stir emotions. Write on a chalkboard the phrase, "with horrid, laughing jaws." Below it write, "with ________ ________ jaws." The pupils may have fun by thinking of other words (adjectives) to use in place of those the poet used. Different word pictures may be made with words such as *puffed-out, swollen, beautiful, furry.*

Duplicate the following paragraph. Let each child add descriptive words to complete the story and read his version for the class to see how descriptive words can change a story.

Yesterday I saw a ________ fight in the ________ stadium. The contestants fought ________. This made the ________ audience happy. Before the ________ fight began, ________ bands appeared. When I left the stadium a ________ girl screamed, "Look at the ________ creature under that bench."

4. *To interpret maps, graphs and charts by using them in a meaningful situation*

--The pupils may plan a motor trip they would like to take. They can obtain road maps for the country and read them to determine their exact route. Such reading of maps and most graphs and charts is a specialized type of reading for facts. The children therefore need special instruction in how maps and graphs are scaled and how they can be interpreted with accuracy. In reading graphs it is well to start with pictographs and circle graphs. Later, practice in interpreting bar graphs and line graphs must be planned with teacher guidance in interpreting them.

5. *To utilize information from visual aids, resource people, and the encyclopedia to draw conclusions*

--Find on a map all the places named in a story. What are the facts about each that you can learn by studying the map?

--Star-maps and legends. A simple star map may be worked out on a chalkboard. Have the pupils begin by drawing the Big Dipper and the North Star, then adding other star groups in their relative positions, such as Cassiopeia and Draco. Encourage each pupil to choose a star or star group, and a legend about it, then show the star group on a drawing. The pupil may join the stars by lines to make the picture on which the legend is based. As he retells the story he may display the drawing and point out the star group on the map.

Let the pupils tell which star pictures and stories they liked and why. Note the pupils who have vivid imaginations.

--Divide the children into groups and assign topics for research. Have them draw conclusions about their way of life compared to King Arthur's time.

1. The legend of King Arthur as told in an encyclopedia
2. The way people lived in England during King Arthur's reign
3. Chivalrous conduct of the Knights
4. The mysterious Merlin
5. Queen Guinevere
6. Costumes of knights and ladies.

6. *To organize and list in categories*

--Have children list ways the following objects might be used: a brick; a fish net; a quart milk carton; a wire hanger. To encourage creative thinking, tell pupils they need not limit their listings to practical uses.

7. *To utilize the card catalog to find a variety of information*

--Research and creative thinking.
  a) Using the books in your library, find out more about the games that children played:
    a. In old Rome
    b. In Indian villages
    c. In other countries in the world today
  b) How do you think children might have started playing catch, jacks marbles, or rolling hoops?
  c) Tell about some games you or your friends have made up.
  d) Why do children and grownups like to play games?

--An individual or several group members might be assigned to prepare detailed informational reports on games "around the world." Such research could be accompanied by an exhibit of paintings, photographs, or original drawings, depicting people playing games.

--The customs of dress, manners, and ways of doing things in other lands offer rich possibilities for both research and collections. These latter may include both pictures and objects. The dolls, fans, jewelry, art objects, etc., from other lands may be found in many homes. Children's encyclopedias and story books offer many authenticated drawings of scenes from other countries, showing dress and customs.

--Holidays around the world: Let the pupils plan and work out an exhibit or programof holiday festivals and songs of people of different lands. Origins of holiday customs and legendary stories will add interest, understanding, and enjoyment.

8. *To use the encyclopedia for specific research*

--As an experiment have a pupil put on a blindfold and put cotton in his ears. See if he can identify certain words by "finger play," and objects by feeling them.

--Have a committee prepare a report on how seeing-eye dogs are trained.

--Have individuals report on Louis Braille, Ann Sullivan, and Laura Bridgman.

--A group may be assigned to find out more information about Paul Revere and other things he is remembered for besides this eventful ride. (He was goldsmith, silversmith, engraved the plates for and printed the money ordered by Congress in 1775, and participated in the Boston Tea Party.)

9. *To recognize time relationships by constructing a time line.*

--A Time Line may be drawn on the board or on a large sheet of craft paper. The units indicating the number of years in each block has been suggested on the Time Line which has been started for the teacher's convenience. The data for Henry Wadsworth Longfellow is offered but its entry is optional.

TIME LINE

	1730	1740	1750	1760	1770	1780	1790	1800	1810	1820
1. Paul Revere	1735 X	X	X	X	X	X	X	X	1818 X	X
2. Clement Moore					1779 X	X	X	X	X	X
3. Clara Barton										1821 X
4. Louis Pasteur										1822 X
5. James W. Riley										
6. Alexander Fleming										

Paul Revere = 1735 - 1818
Clement Moore = 1779 - 1863
Clara Barton = 1821 - 1912
Louis Pasteur = 1822 - 1895
James W. Riley = 1849 - 1916
Alexander Fleming = 1881 - 1955
Henry Wadsworth Longfellow = 1807 - 1882

10. *To draw conclusions from fact indexes by providing answers to specific research problems.*

--Have students do research reading for problem solving:

a. Why do Americans remember the saying, "Don't fire until you see the whites of their eyes?"
b. Who were the Aztecs? Did they always live in this hemisphere?
c. Why is the Indian leader, Juarez, important to Mexico?
d. How might uranium change ways of living in Mexico?
e. What is an overland cattle drive?

All five questions can be used to motivate and direct the individual.

individual reading projects. Research for the first question could lead to a retelling of American History, either Revolutionary, Civil War, or World Wars I or II, through the use of famous sayings, arranged chronologically. The second and third questions require research on Mexican history. This could be either an individual or group effort, and might be used to supplement or begin a social studies unit on Mexico. The last two questions could result in brief, individual reports. An exhibit including photographs, products, and maps of Mexico would increase interest in these projects.

--The children may enjoy looking into the question of entertainment in remote mountain areas and in pioneer times when the need to help each other gave rise to get-togethers such as corn-shucking. Other gatherings children may be able to find information about are quilting bees, cabin raisings, and barn raisings. Descriptions of life among the Amish or related groups may answer the question, "Do these customs still exist today?"

--Research to broaden understandings:

a. How is Buddhism different from the religion of your family?
b. Why are elephants important in Thailand?
c. Do you think the people will be happier when more industrialization comes? Why?
d. What are some of the products that we get from Thailand? Which minerals?
e. Explain what is meant by "living off the land."

Question 1 leads to preparation of individual reports. Comparison of Buddhism with other religions fosters understanding of others' beliefs. Questions 2, 3, and 5 require inferential thinking, whereas question 4 requires some research.

--Understanding the motives of story characters. Ask the pupils to imagine they are an Olympic Contest participant or have been asked to appear on television to tell about the Olympic contest. Suggest they write (or tape record) their personal feelings (1) about training, (2) about events in the Pentathlon, (3) about events in the Decathlon, (4) when the awards were given, (5) upon returning to the United States.

--From science books in your library find out more about these questions:

a. What is a radio wave?
b. How are a galaxy and a nebula different from each other?
c. What is a light year?

d. What is the purpose of an antenna?
e. What is the Crab nebula?
f. Why is the observatory at Mt. Palomar in California is important?
g. What are some of the important galaxies that are known?

11. *To find research information in several sources and compare and contrast*

--Ask interested children to look into the history of fables. Some other children might compare several of Aesop's Fables with one of two Fables of Fontaine.

--Assign a group to look for poetry of specific themes such as nature, travel, or mechanical objects. An anthology on poetry may be started and poems can be compared for style, imagery, and feeling.

--From books in your library, find out more about Chinese musical instruments. Compare this information with American instruments.

--To stimulate interest in book fairs or room exhibits, have the children look up and write a paragraph comparing and contrasting the medieval fairs in Ireland, Germany, and China.

--Help pupils create a bulletin board display of articles, pictures, brochures about fairs of various kinds--neighborhood, county, state, world.

--Discuss fair exhibits and how they are like school exhibits. Then invite pupils to plan and prepare a room language exhibit for National Education Week. Topics might include The Story of a Word; Streets in Our Town and How They Came to Be Named; Automobile Names--What They Mean and Where They Came From.

--Show the pupils a calendar. Ask, "Where did the names of our months come from? What do they mean? Are the months called by thse names by all people in all lands?"

Let Jewish children tell what they know about the Jewish calendar: Names of months--Tishri, Heshvan, Kislev, Tebet, Shivat, Adar, Nissan, Iyar, Tammuz, Ab, Elul.

The children may make a booklet showing how different peoples of the world have counted time. Some pupils may include more complete stories about their birthday months.

The book might be divided into sections such as Roman calendar, Mongolian calendar, Jewish calendar, Hawaiian calendar (Iannuali, Pepe luali, Malake, Apelila, Mei, Iuno, Iulae, Aukake, Kenakemapa, Okakopa, Nowemapa, Kekemapa).

12. *To discriminate between statements of fact and opinion using newspaper, magazines, resource people and fact indexes to make comparisons*

--On the Moon. Give the pupils an opportunity to compare information given in a story about the moon with what we believe now about travel to the moon, on points such as:

(1) date of first rocket ship sent to the moon
(2) date of first landing of men on the moon
(3) size and type of crew
(4) work of each member of the crew
(5) temperature in the rocket
(6) weightlessness
(7) sensations reported by story men to those actually experienced by astronauts in traveling and in landing
(8) food carried on the trip
(9) temperature on the moon
(10) length of night on the moon

--Ask pupils to choose typical twentieth century "complaints" - city traffic, overcrowded neighborhoods, etc - find information and write accounts of how these complaints might be met in the future.

13. *To organize a notebook using pertinent information on a topic*

--If your area boasts a newsworthy athletic team, pupils could keep a scrapbook on the team. Subjects covered might include biographical data on team members; game accounts; a chart of statistics - wins, losses, scoring profiles of individual players, and so on.

--Have a group of baseball players prepare a panel discussion on the sport - its history, major league organization, playing rules, etc.

--Invite the local football coach to visit the class for a question-and-answer session. Beforehand, discuss the kinds of questions to ask.

14. *To use an index efficiently by classifying and locating information*

--Index Quiz. On small cards write two questions and answers. Example:

Where would I find information
about bears?
(under b)

Where else would I find information?
(under a for animals)

--Set up a TV quiz show of two teams with two players each. The four people should each have five cards similar to the sample on the preceding page. A player on Team 1 asks players on the opposite team questions from one of his cards. Either player may answer his questions. They score two points only if they answer *both* questions. If, however, they are unable to give the correct responses, the player may ask his partner both questions. If he answers correctly, he scores two points.

The first player continues until he has asked all of his questions. Then a player on Team 2 asks the opposing team his questions in the same manner. This continues until the four players have asked all their questions. The partners with the most points are champions until another team is able to beat them.

This type of game will not only make pupils more proficient in using the index, but it will also help them to recognize the importance of classifications and locating information.

15. *To locate and select information from several sources*

--Have students do research on the following questions?
(1) What kinds of work are done in the Smithsonian Institute in Washington, D C ?
(2) What kinds of places in our country have been made into national monuments and museums?
(3) Why shouldn't skin divers be allowed to keep for themselves anything they might find?
(4) Why is it unnecessary to be an expert swimmer in order to do skin diving?

The first question could be the beginning of a detailed informational report on the Smithsonian Institution.

The second question could be used to motivate individual or group research concerning national monuments and museums. An exhibit, including photographs and realia concerning national monuments and museums, could be planned.

The last two questions could either be used merely to extend article concepts or to start an individual reading project on skin diving.

--Have volunteers write up experiences they have had in which they tried very hard to be a "champion."

--Have students do research on the history of tennis. Sports enthusiasts may wish to prepare a "chalk talk" on the story of this sport through the years.

--If the film *Good Sportsmanship* (Coronet Films) is available take time to show it.

16. *To read biographies to find specific information*

--An interested member may read and report on a biography of the Wright brothers. Appoint two interested members to interview the "Wright brothers" and present their program in the form of a skit. Be sure to have the interviewers include questions which will bring out the qualities of these men, such as patience, determination, and good-naturedness.

17. *To prepare and present an oral report with the aid of effective notes*

--Think of some situtations where it might be imperative to be tactful. Discuss them with the class. Bring out in the discussion the underlying idea that it is not easy or perhaps not possible to be fully honest with a person of great power. There is much truth in the common saying that kings and emperors are lonely.

--Students might do research on the United States Diplomatic Corps including such items as duties, immunity, requirements, etc. One student may be chosen by class members to write a letter to the Department of State, Washington, D C, to secure information.

--An oral report on the contribution made by Negroes to music, education, and art may be given.

--Dioramas or drawings of southern plantations may be prepared.

--Research of the by-products of peanuts, sweet potatoes, and cotton may be done and charts drawn validating findings.

18. *To take effective notes from an oral report*

--A somewhat similar use of reading in a content area may be illustrated by the following:

Christopher Columbus sailed in 1492 from Spain with three small ships to find a new way to India. After a long and hard trip he sighted land, but it was not India. It was a new country where a strange people lived. Columbus called these people "Indians," because he thought the country was a part of India. This country was later named "America," but the people Columbus found in it are still called "Indians." Why are the people Columbus found in America called "Indians"?

(1) Which of the following facts are you asked to find?
  a. When Columbus sailed from Spain
  b. How many ships Columbus had
  c. Why the people he found are called "Indians"
  d. How America got its name
(2) Which of the following facts were given to you?
  a. How many days it took Columbus to reach America
  b. Why the red-skinned people of America are called Indians
  c. How Columbus found a new way to India
  d. Why Columbus thought he had found India
(3) Check the questions which are answered by facts in this paragraph.
  a. How many ships did Columbus have?
  b. Where did Columbus land in America?
  c. Who gave the Indians their name?
  d. How did America get its name?

19. *To recognize the utility of a bibliography by compiling one for a specific purpose*

--Enlist the aid of your pupils in compiling a bibliography of books appropriate for their reading and interest levels. When they have read a book that they like, ask them to write down the author, title, publisher, and a three- or four-sentence description of the story. You may periodically duplicate sections of this annotated bibliography as it grows and distribute copies to all of your pupils.

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APPENDICES

APPENDIX A

*READING-PRACTICE GUIDE

A STUDY OF THE PROCESSES OF EFFECTING CHANGE IN TEACHER'S READING PRACTICES

Directions: Read each item and place a check mark in the column which applies to what you have done.

Reading Practice	Do Often	Do Occasionally	Not Done	Not Done But Should
1. Near the beginning of the reading lesson, have had the pupils decide why they are reading the material, e.g., for information, for amusement.				
2. Have told the pupils the purpose of the reading lesson, e.g., "Our purpose is to find out how to get meanings of words we don't know."				
3. Have examined the material in the textbooks I intend to use in a lesson to see what reading skills were required.				
4. Have provided easier books for the poorest readers when reading assignments were given to the whole class.				
5. Have taken the good readers together as a group for more difficult reading while the rest of the class worked independently.				
6. Have given a very good reader an assignment to do independently on more difficult reading materials.				
7. Have asked a slow-learning child a question I felt sure he could answer successfully.				

*"Reprinted with the permission of the publisher from Shelley Umans, _Designs for Reading Programs_ (New York: Teachers College Press, 1964). Copyright 1964 by Teachers College, Columbia University."

Reading Practice	Do Often	Do Occasionally	Not Done	Not Done But Should
8. Have asked a bright child challenging inferential questions calling for reading "between the lines."				
9. Have worked with a small group of children to help them with a skill they especially needed, e.g., using a glossary; outlining.				
10. Have taken one child aside for a few minutes to help him with words he did not recognize.				
11. Have had an individual child read to me to see what kind of difficulties he was having.				
12. Have provided for the poorest reader in the class a book which he could understand.				
13. When a child could not understand a word, have had him reread a whole sentence to find helpful context clues.				
14. Have asked a child to tell how he got the meaning of a particular word without using the dictionary.				
15. Have asked a child to explain what words or ideas from the material suggested the answer he gave.				
16. Have taught children to find a sentence in a paragraph that suggests the main idea.				
17. Have made up assignments which gave the children practice in using the index and the table of contents.				

READING-PRACTICE GUIDE Continued

Reading Practice	Do Often	Do Occasionally	Not Done	Not Done But Should
18. Have all children pick out the main idea and most important details in a paragraph to help them learn to outline material.				
19. Have used pictures and blackboard drawings to clarify the meaning of a word or idea.				
20. Have asked a few questions before a silent reading assignment to make sure the children knew what they were looking for when they read.				
21. Have selected four or five key words from material, listed them on the blackboard, and discussed their pronunciation.				
22. Have had the children read material to themselves before they were asked to read it orally.				
23. Have told children they could learn to read better by attacking hard words in a variety of ways, such as looking for prefixes, suffixes, and roots; checking for context clues.				
24. Upon hearing a child's answer to a question based on reading, have asked another pupil a question such as, "What do you think about that answer?"				
25. Have picked up from a child's answer clues that he had misread a word, e.g., "northeast" for "northwest."				

READING-PRACTICE GUIDE Continued

Reading Practice	Do Often	Do Occasionally	Not Done	Not Done But Should
26. Have given the whole class a vocabulary test composed of words drawn from the section of the textbook or reader they were about to use.				
27. Have watched for lip movements while everyone in class read silently.				
28. Have presented children with written instructions to discover whether they could read and follow directions.				
29. Have made some notes about children who showed severe reading difficulties early in the term.				
30. Have had children keep charts of their scores on teacher-made reading tests to help them see improvement.				
31. Have used class time to have children tell about pertinent things they have read outside of school.				
32. Have asked children to bring interesting items from the newspaper to be used on the bulletin board.				
33. Have read aloud to the class books or other materials to add interest to their classroom work.				
34. Have talked about interesting and difficult words which arose in reading.				
35. Have praised children for using particularly appropriate words in speaking.				

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APPENDIX B

*INFORMAL TEST INVENTORY

Directions: Read each item and place a check mark beside the skill which the student uses in his reading.

Inventory of Word-Attack Skills	John	NAMES OF PUPILS			Mary
1. Does he try to attack unfamiliar words independently?					
2. Does he use context clues?					
3. Does he use structural analysis in pronouncing words?					
4. Does he use phonetic analysis in unlocking words?					
5. Does he check his phonetic and structural analysis of a word by using it in context?					
6. If one method of word attack fails, does he try another?					
7. Does he try to get the idea from a paragraph even though he does not know some of the words?					
8. Does he recognize a word quickly the second or third time he meets it?					
9. Does he try to find out the meaning of a new word?					
10. Is he willing to read in sources other than his schoolbooks, such as newspapers, magazines, informational books which may present a challenge in new ideas and vocabulary?					

*Roads To Everywhere T E by Ginn Publishing Company

APPENDIX C

*A READING INVENTORY FOR THE TEACHER

Diagnosis

-Do I administer a standardized test?
-How do I use the results of standardized tests: Do I note subscores, analyze types of errors, or go over errors with individual students?
-Do I administer the informal tests at the beginning of each school year before I decide whether or not to establish groups?
-Is the student's basal reader at his instructional level?
-Am I aware of the frustration, instructional, and independent reading levels of each student?
-During a silent reading lesson am I alert to lip movements, pointing, span of interest, rates of reading, signs of distress?

Grouping

-Are provisions made for the atypical child: the more advanced reader and the slower reader?
-Have I planned for interesting "more-to-do": activities for those children who complete work ahead of the group?
-Have I given my class sufficient training in independent activities to enable each group to function smoothly?

Instructional Procedures

-Do I have a definite aim for each lesson?
-Are my pupils aware of their purpose in reading?
-Are my aims and the pupils' sometimes different?
-When introducing a new story in the basal reader, do I vary my approach?
-Do I utilize children's own experiences, audio-visual aids, or records as devices for arousing interest in the lesson to follow?
-What means have I devised to sustain the child's interest until the selection is completed?
-Do I make provision for clearing up vocabulary and concept difficulties before the reading of the selection?
-Have I provided for the varied word-attack skills: context clues, configuration clues, structural analysis, phonetic analysis?
-What devices do I use to fix vocabulary? Authorities agree that one exposure is not sufficient. Meeting the word in many different situations is more effective than drilling on the same word in the same context.
-Is the reading lesson planned long enough in advance to arrange for the gradual development of skills?
-Do I look for more than "word pronunciation" as an indication of vocabulary comprehension?
-Does oral reading have a proper place in the program: Does it follow silent reading? Is it used as a diagnostic test? Is it used to foster enjoyment in a listening situation? Is it used as a check on comprehension?
-Do I provide for follow-up activities in other curriculum areas that grow out of the reading situation?

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*"Designs for Reading Programs", Bureau of Publications Teachers College, Columbia University, New York pp 68-75, 1964

A READING INVENTORY FOR THE TEACHER Continued

- -Do I vary my type of question? In addition to the factual question do I use the inferential type which requires reading "between the lines"?
- -Do I provide time for the children to summarize what they have learned?
- -Do I provide for an occasional "reading for fun" period?
- -Do I take time to lead the children to see that words have beauty; that words can be fun?
- -Do I read to my children--stories, poetry, riddles, humorous incidents, short excerpts from good literature? Does my manner show that I enjoy the reading?
- -Do I encourage home reading? Do I arrange to have my class share their outside reading with one another?
- -Do I help my pupils to catch the emotional tone of the story? Personalizing incidents in the story will help to vitalize the reading assignment.

Materials of Instruction

- -Am I accumulating interesting and colorful illustrative material to aid in the motivation and clarification of my reading lessons?
- -Do I make use of charts to record children's cooperative stories, class plans, shared experiences? Do I try to include vocabulary needed for a basal reading lesson when making those charts?
- -Is the workbook used as a means of reinforcing needed skills?
- -Do I make use of materials other than the basal reader and workbook for instructional purposes?
- -Do I make sufficient use of the blackboard to illustrate a point?
- -Do I dramatize my library corner so that my pupils will be anxious to visit it?
- -Do I provide books on various levels of difficulty and interest?

APPENDIX D

SUGGESTED ELEMENTARY LIBRARY BOOKS FOR ORAL READING TO STUDENTS

Grade I

Adelson	Brownies, Hush
	Brownies, It's Christmas
Anderson	Billy and Blaze
Anglund	A Friend Is Someone Who Likes You
	Love Is A Special Way Of Feeling
Barrie	Peter Pan
Bemelmans	Madeline
Bishop	Five Chinese Brothers
Brooke	Johnny Crow's Garden
Brown	Cinderella
Brustlein	Angelique
Burton	Little House
DeAngeli	Book of Nursery and Mother Goose Rhymes
Dennin	Flip
Duvoisin	Two Lonely Duck
Flack	Angus and the Ducks
	Angus Lost
	Story About Ping
	Wait for William
Gag	Millions of Cats
Geisel	Dr Seuss Books
Hoff	Danny and the Dinosaur
Hurd	Last One Home Is A Green Pig
McClosky	Make Way For Ducklings
Milne	Winnie the Pooh
Olds	The Silver Button
Payne	Katy-No-Pockets
Potter	Tale of Peter Rabbit
Rey	Curious George
Wright	Lonely Doll
Zion	Harry the Dirty Dog
	Plant Sitter

SUGGESTED ELEMENTARY LIBRARY BOOKS FOR ORAL READING TO STUDENTS Continued

Grade II

Anderson	Billy and Blaze
Baum	Wizard of Oz
Becker	Unlike Twins
Bemelmans	Madeline
Bishop	Five Chinese Brothers
Brown	The Little Island
	Three Billy Goats Gruff
Bulla	Poppy Seed Cakes
Burton	Mike Mulligan and His Steam Shovel
DeAngeli	Just Like David
Dennis	Flip and the Cows
Gag	Millions of Cats
Geisel	Dr Seuss Books
George	Snow Tracks
Haywood	Betsy and Billy
	Eddie and His Big Deals
Hoff	Danny and Dinosaurs
Krasilovsky	The Man Who Didn't Wash His Dishes
Leaf	Story of Ferdinand
McClosky	Blueberries For Sal
	Make Way For Ducklings
MacGregor	Theodore Turtle
Massey	Littlest Witch
Milne	Winnie the Pooh
Petersham	The Roster Crows
Potter	Tale of Peter Rabbit
Saltin	Bambi
Ward	The Biggest Bear
Wright	Lonely Doll
Zion	Harry the Dirty Dog
	The Plant Sitter
Zolotow	Mr Rabbit and the Lovely Present

SUGGESTED ELEMENTARY LIBRARY BOOKS FOR ORAL READING TO STUDENTS Continued

Grade III

Anderson	Crooked Colt
	Fairy Tales
Barrie	Peter Pan
Brown	Dick Whittington and His Cat
Bryant	Epanimondas and His Auntie
Cleary	Henry Huggins
	Otis Spoford
Dalgliesh	Columbus Story
	Courage of Sarah Noble
De Jong	Nobody Plays With a Cabbage
Edmonds	Matchlock Gun
Estes	The Moffats
Grahame	Wind In The Willows
Grimm	Fairy Tales
Lawson	Rabbit Hill
Lenski	Strawberry Girl
Lofting	Story of Dr Doolittle
McClosky	Homer Price
	Time of Wonder
Milne	Winnie the Pooh
Saltin	Bambi
Sorenson	Miracle on Maple Hill
Spyri	Heidi
Travers	Mary Poppins
White	Charlotte's Web
Wilder	Little House In the Big Woods
Wilkie	Daniel Boon--Taming the Wilds
Withers	Rocket In My Pocket

APPENDIX E

*GUIDELINES FOR EFFECTIVE SKILLS FOR READING ALOUD

1. Before you read something orally, read it silently and then aloud to yourself.
2. Think about what you are going to read and about how you are going to read it.
3. When you read aloud, read as if you are just talking to people.
4. Make what you are reading interesting to all people.
5. Read loudly enough so that everyone can hear you.

*GUIDELINES FOR GOOD LISTENING

1. Listen quietly to the person who is reading, just as you would like to have him listen to you.
2. Pay attention to the person who is reading to you.
3. Think about what the person is reading to you.
4. Enjoy what the person is reading to you.
5. After the person has finished, ask a good question about what he has read or tell something interesting about it.

*"Roads To Everywhere" Ginn Publishing Company